

## DOCUMENT RESUME

ED 361 997

FL 021 291

AUTHOR Mishima, Toshiko; Pusavat, Yok S.  
TITLE Communicative Activities for the Japanese Classroom.  
INSTITUTION California State Univ. and Colleges, Long Beach. Office of the Chancellor.  
SPONS AGENCY California State Dept. of Education, Sacramento.; California State Postsecondary Education Commission, Sacramento.  
PUB DATE 89  
NOTE 105p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning (CSU/ITL) The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.  
AVAILABLE FROM CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$16).  
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)  
LANGUAGE English; Japanese  
EDRS PRICE MF01/PC05 Plus Postage.  
DESCRIPTORS \*Class Activities; College Second Language Programs; Communicative Competence (Languages); \*Conversational Language Courses; Foreign Culture; Higher Education; \*Japanese; Second Language Instruction; Speech Communication  
IDENTIFIERS \*College Teaching and Learning Collection

## ABSTRACT

This handbook, developed in connection with a California State University Project, provides 30 communication activities for the Japanese classroom to assist teachers of Japanese in implementing communication-based instruction. It is designed so that teachers can easily identify and use an activity that corresponds to the language area currently being studied. Some vocabulary and structural patterns are given for each activity, which provides opportunities for students to apply various forms they have already studied in different contexts and to help motivate students to learn. Also contained are some socio-cultural notes that teachers can introduce into the classroom through communicative activity. Each lesson lists objective, level of instruction, language, group size, time, preparation needed, a brief description of the activity, notes and possible variations followed by extensive charts, illustrations, or other visual aides. References are included, 7 in Japanese and 14 in English. (Author/AB)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED 361 997

4500212 91

**BEST COPY AVAILABLE**



"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

California State  
University

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC) "

U S DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

X This document has been reproduced as  
received from the person or organization  
originating it.  
Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

# **Communicative Activities for the Japanese Classroom**

**Toshiko Mishima**  
San Francisco State University

and

**Yoko S. Pusavat**  
California State University, Long Beach

**TEACHING JAPANESE FOR COMMUNICATION**  
A Project of the California State University  
Funded by the California Postsecondary Education Commission  
and the California Department of Education  
under Title II of the Education for Economic Security Act

1989

## TABLE OF CONTENTS

Acknowledgment	v
Preface	vii
Activities	
1. Whose Turn Is It? / ジャンケン	1
2. Whose Turn Is It? - Chopstick Lottery / くじびき	3
3. Closing Hands, Opening Hands / むすんでひらいて	4
4. What Is Your Telephone Number? / 電話は何番ですか。	7
5. When Is Your Birthday? / 誕生日はいつですか。	9
6. Introducing / 御紹介します。	10
7. Who Am I? / 私は誰でしょう?	13
8. Who Is the Celebrity? / その有名人の名は?	14
9. Travel Abroad / 海外旅行	16
10. What Is My Name? / 私の名前は何でしょう?	21
11. How Many Are There? / いくつありますか。	24
12. Where Is It Sold? / どこで売っていますか。	26
13. What Is in the Refrigerator? / 食べ物さがし	30
14. Let's Go Shopping. / 買い物にいきましょう。	33
15. What Types of Food or Drink Do You Like? どんな物が好きですか。	41

16. Who Will Be Hired? / 雇いたい人は?	45
17. Which House Would You Like to Rent? / 住みたい家は?	46
18. When Shall We Meet? / いつ会いましょうか。	52
19. To Whom Shall We Send Gifts? / 贈り物は誰に?	55
20. Survey of Gift Giving / 贈り物調査	56
21. Could You Give Me Directions? / 道を教えてください。	59
22. What Is Common? / 共通点は何ですか。	61
23. What Is the Difference? / どこが違いますか。	63
24. Scramble / パッチワーク	67
25. Secrets / 内緒話し	70
26. Confirming Messages / 伝言の確認	72
27. Let's Put Them in Order. / 順番はどう?	74
28. Tell Me the Story You Read. / 何を読みましたか。	76
29. Planning a Dinner Party / 謝恩会の計画	81
30. Cultural Bingo / 教養ビンゴ	88
Reference / 参考文献	91

## ACKNOWLEDGMENT

Our special acknowledgment is extended to all the participants in the project "Teaching Japanese for Communication," who worked together during the CFLTA Summer Seminar conducted at the University of California, Santa Cruz during July 30 - August 4, 1989 and at the follow-up workshops held on September 16 - 17, 1989 in San Francisco and September 23 - 24, in Los Angeles. This handbook was born out of their enthusiastic participation and contribution.

We are also grateful to Dr. Helen Roberts of the C.S.U. Institute for Teaching and Learning for the important role she played in initiating and carrying out this project. Special thanks are also extended to Dr. Eri Yasuhara, Project Director, Drs. Fred Dobb and Adele Martinez of the California Department of Education, and CPEC committee members for their warm support and encouragement. Lastly, we would like to thank Aiko Fukumoto, Mikiko Matsumura, Colleen McLarney and James Murashige, for their valuable assistance in completing this handbook. Needless to say, we are deeply indebted to TESL and foreign language educators who have shown us the value of communicative activities and inspired us to follow in their footsteps.

## PREFACE

This handbook was produced and compiled as part of the "Teaching Japanese for Communication Project" - a California State University Project funded by the California Post-Secondary Education Commission and the California Department of Education under Title II of the Education for Economic Security Act. The main purpose for developing this handbook was to provide communicative activities for the Japanese classroom to assist teachers of Japanese in implementing communication-based instruction.

As most of the textbooks now available are grammar-based, this handbook was designed in such a way that teachers could easily identify and utilize an activity that corresponds to the area of the language their students are currently studying. Thus some vocabulary and structural patterns are given for each activity at the beginning level since it is more difficult to have students engage in any sustained communication at this level. However, it is not the intent of the compilers to limit the linguistic forms to those listed. On the contrary, we believe that every effort should be made to encourage students to use what they have previously studied during any activity. Communication by nature contains unpredictable elements. Language to be used in 'communicative' activities should not be limited to pre-selected materials. On the other hand, teachers can devise communicative activities that would enable students to practice certain structures or vocabulary while trying to use the language for a specific purpose, that is to say, concentrating not on the forms, but rather on the meaning. These activities will also provide opportunities for students to apply in different contexts various forms they have already studied. Furthermore, they will help motivate students to learn, in the process of communication, new words and structural patterns that may not be in the textbook. They thus enable students to be actively involved, setting the stage for a learner-centered syllabus design.

Another advantage of using communicative activities is that they make it easier for teachers to bring socio-cultural contexts into their classroom. This handbook contains some socio-cultural notes to illustrate this point. We have also tried to give sample materials for the activities in the hope that they will assist busy teachers in trying them out right away.















It is our wish that this handbook serve as a starting point for more ideas and efforts in order to have students engage in actual communication in the Japanese classroom at all levels of instruction.

## 1. Whose Turn Is It? / ジャンケン

Objectives	Deciding who is going to be spokesperson in a team or which team reports first.
Level	Any level
Language	ジャンケンポン あいこでしょ 勝った／負けた
Group Size	2 or more, depending on the size of the team
Time	1-2 minutes
Preparation	None
Activity	<p>Two or more players simultaneously show their hand, saying ジャンケンポン. A fist is a stone 石. An open hand is a sheet of paper 紙. A victory sign is a pair of scissors はさみ. Stone wins over scissors, because scissors can't cut stone. Stone loses to paper, because paper can wrap stone. Scissors win over paper, because scissors can cut paper. Scissors lose to stone, because scissors can't cut stone. Paper wins over stone, because paper can wrap stone. Paper loses to scissors, because scissors can cut paper.</p> <p>Say あいこでしょ! (<i>They are the same, aren't they?</i>) when the same hands are shown. Repeat the process until one of them wins.</p>
Notes	The activity ジャンケン is not only used to determine the turn, but also it can be a game of fun. Students can have a tournament, playing the game.
Variations	<ol style="list-style-type: none"><li>1. When the group size is more than 6, pair up students and let all winners of the paired students play ジャンケン.</li><li>2. See Chopstick lottery くじびき.</li></ol>



# Janken Reference Chart / ジャンケン勝ち負け例

 はさみ	 紙	 石	
勝ち	負け	あいこでしょ！	
			 
			
			 

## 2. Whose Turn Is It? - Chopstick Lottery / くじびき

Objectives	Deciding who is going to be spokesperson in a team or which team reports first.
Level	Any level
Language	一本ずつ引いてください。 あたり！
Group Size	2 or more, depending on the size of the team
Time	1-2 minutes
Preparation	Prepare a bundle of chopsticks, marking the end of one chopstick in color or あたり (bull's eye).
Activity	Each student draws a chopstick from the bundle until one of them gets the marked one.
Notes	Use other cultural activities and materials in deciding who takes a turn.
Variation	1. See ジャンケン.

### 3. Closing Hands, Opening Hands / むすんでひらいて

Objectives	Identifying parts of the body.
Levels	Beginning / Intermediate
Language	Body parts and body movements.
Group size	All
Time	10 minutes
Preparation	The musical piece むすんでひらいて. Prepare a tape of the song and a cassette player, if possible.
Activity	The teacher sings the song and demonstrates movements accompanying the words.

むすんで ひらいて  
手を打って むすんで  
またひらいて 手を打って  
その手を上(下)に  
むすんで ひらいて  
手を打って むすんで

The teacher leads the activity, rephrasing the words その手を上(下)に to その手を頭(肩、胸、腰、足、ひざ、顔、口、目、耳、背中、おなか、...)に. Students will join in singing along with the movements.

When students are ready to sing the song by themselves, let them give the command by their choice of the body parts. Students can take the lead one by one, as the rest of the class follows the command.

Last step is to instruct students to close their eyes and do the movements, as they hear each body part called.

Notes	The song serves to activate TPR (Total Physical Response). It can be used as a means to provide "Comprehensible Input" in teaching vocabulary of body parts.
-------	--

- Variations 1. The song 幸せなら手をたたこう is also effective for practicing vocabulary of body parts and body movements.

幸せなら手をたたこう  
幸せなら手をたたこう  
幸せなら態度で示そうよ  
ソラ 皆で手をたたこう

Rephrase the underlined body parts with other body parts such as 肩, 胸、腹、腰 or the underlined movements as 手を上げよう、腕回そう、足ならそう、握手しよう、おじきしよう、ジャンプしよう.

2. "Radio Exercises" ラジオ体操 are another activity to practice vocabulary of body parts, movements, and numbers.

# Closing Hands, Opening Hands

むすんで ひらいて

♩ = 104  
mp

む す - ん で ひ ら い - て て を - う っ て

mf

む - すん で ま た ひ ら - い て て を う っ て

mp

そ の - て を う え に む す - ん で

ひ ら い - て て を - う っ て む - すん で

#### 4. What Is Your Telephone Number? / 電話は何番ですか。

Objectives Identifying and telling numbers from zero to nine.

Level Beginning

Language 電話は何番ですか。  
電話番号を教えてください。  
213の985の4821です。

Numbers 0 to 9.

Group Size All students in class.

Time 5 minutes

Preparation Instruct students to prepare a pen and a sheet of paper.

Activity Students ask for telephone numbers from other students. The following is a sample interaction.

A: ちょっとすみませんが、電話は何番ですか。

B: 714-123-4567 です。

A: ええと、714-123-4567 ですね。

B: ええ、そうです。

A: はい、どうもすみませんでした。

B: いいえ。

After confirming the correct numbers, students write down the other student's name and the telephone number on the sheet. They circulate and compete to collect the most telephone numbers in the assigned time. The inquirers of the number get a point, because inquirers are not allowed to ask the same question from the inquirers.

Notes Telephone numbers are often mentioned without any counter, though the Japanese emergency number 110 番 (ひゃくとうばん) equivalent to 911 in the U.S. always requires the counter 番.

Variation

1. The activity is also good to work with topics such as the number of family members and siblings, which require counters for people.

e.g. 家族は何人ですか。 四人です。  
兄弟は何人いますか。 姉が二人と弟が一人います。

## 5. When Is Your Birthday? / 誕生日はいつですか。

Objectives Telling month, day, year, and birthday.

Levels Beginning / Intermediate

Language 誕生日はいつですか。 / 何年何月何日に生まれましたか。 /  
何年何月何日生まれですか。

years, months, days

Group Size All students in class

Time 8 minutes

Preparation Instruct students to gather in open space in classroom.

Activity (Line up)  
Students question one another regarding their birthday and line up chronologically according to their birth date. When they finish lining up, each student announces his/her birthday.

For a comprehension check the instructor can ask such questions as  
十一月十六日は、青木さんの誕生日ですか。  
りーさんは長山さんより年上ですか 年下ですか。  
ウエルチさんはいつ生まれましたか。

Notes If the class is larger than 20 students or if the classroom has little open space, divide them into small groups. Rotate their turns or let each group do different activities suggested below.

The activity is quick and easy. It serves well as an ice breaker. Its variations and applications are numerous.

Applications 1. Line up according to the あいうえお order of their last names and/or first names.

2. Line up according to the shortest distance from school to their residences, birthplaces, etc.



## 6. Introducing / 御紹介します.

Objectives	Talking about one's self and family
Level	Beginning / Applicable for Intermediate
Language	--- は --- です (か。) --- は --- じゃありません。  Words for family members, etc. (e.g. 母、父、姉、妹、兄、弟、祖父、祖母、 お母さん、お父さん、お祖父さん、お祖母さん、 お兄さん、お姉さん、妹さん、弟さん、 これ、それ、子供、女の子、男の子) Occupations(職業、医者、会社員、銀行員、教師、 先生、政治家、芸術家、映画俳優、etc.) Age, Japanese family and first names, and question words (e.g. ひとつ、はたち、十五才、一郎、美知子、 何才、いくつ、何ですか?)
Group Size	4 - 6 students in each group
Time	One class period
Preparation	Pictures of Japanese Families (cut-ups from magazines or photos)
Activity	(Role play) Each group receives a Japanese family picture and decides on a family name and individual names as well as occupations and ages. Each student identifies himself or herself as one of the family members. Each group in turn stands up and each member introduces the family member next to him (e.g. これは私の母です。) Other students in class ask questions about his or her name, age, and occupation using polite forms. (e.g. 貴方のお父さんはお医者さんですか? いいえ、医者じゃありません。牧師です。)

Afterwards the group shares their picture with the rest of the class. Students write up family trees.

Socio-Cultural  
Notes

Use of different forms for family relationships according to in-group and out-group status. Use of Japanese family pictures introduces the students to Japanese customs and way of life. The sample picture, for example, gives a great deal of information about Japanese lifestyle, e.g. relaxing on 縁側, sitting on 座布団, the way tea is served, a hot water bottle which has replaced a traditional tea kettle over a hibachi, etc.

Application

This activity can be extended for more advanced students by having them talk about interests, hobbies, personal traits, etc.



From Japan Pictorial, published quarterly by Japan Graphic, Inc., Tokyo. Japan Pictorial is an excellent source of cultural information that can be used in the Japanese classroom.

## 7. Who Am I? / 私は誰でしょう?

Objectives	Talking about people's professions, nationalities, whether or not they are male / female, living or historical persons.
Level	Beginning/ Applicable for Intermediate
Language	--- は --- です。 --- は --- じゃありません。  Terms for occupations ( e.g. 学者、政治家、芸術家、宗教家、俳優、作家、音楽家、料理人、スポーツ選手) nationalities (e.g. 日本人、アメリカ人、 etc.) and other words such as 女の人、男の人、今の人、昔の人、etc.
Group Size	3 - 6 students in each group
Time	10 - 20 minutes
Preparation	Prepare cards with the names in katakana of famous personalities, or use photos.
Activity	(Guessing game) Each student receives a card and students in the group ask each other questions until the identity is discovered. The group that finishes guessing all the names first wins.
Notes	If photos are used, names can still be written in katakana to provide reading practice.
Application	See next activity for intermediate level.

## 8. Who Is the Celebrity? / その有名人の名は？

- Objectives** Comprehending descriptions of people, actions, and scenes, given contextual/pictorial support, and describing them.
- Levels** Intermediate
- Language** 映画俳優 歌手 音楽家 アナウンサー 政治家  
スポーツの選手 芸術家 ...才 若い 中年 年寄  
アメリカ人 日本人 日系(人) 背が高い/低い  
髪の毛が長い/短い 目が青い/黒い 眼鏡をかけている  
ジーパンをはいている 片手に手袋をしている 踊りながら  
歌を歌う 有名になる 前トラックを運転していた 等
- Professions, age, ethnicities, nationalities, physical characteristics, types of clothing, actions, behaviors, backgrounds, personalities, etc.
- Group Size** 4 students
- Time** 10 -15 minutes
- Preparation** Collect pictures of famous figures cut out of magazines and paste them on construction paper. Choose celebrities across different fields but known to students. They should share some similarities in profession, age, ethnicity, nationality, physical characteristics, types of clothing, action, behavior, background, personality, etc.
- Activity** A team of students receive one picture facing down. They describe the picture among themselves for 2 minutes. They should not show their picture to other students in class.
- The instructor describes the celebrity, starting with general features to specifics such as アメリカ人です。男の人です。余り若くありません。髪の毛が長いです。歌を歌います。いつもギターを持っています。帽子を時々かぶります。テレビで見ることができます。余り映画には出ません。...
- Looking at the pictures, students listen to the descriptions of the celebrities given by the instructor. Students raise their hands, when

their picture is described. The instructor checks the picture to make sure it matches the description.

If it is a correct match, ask the class to guess who it is. If the class can't guess who it is, then ask the team to give more descriptive cues until the class guesses the celebrity. Repeat the process until all pictures are described and guessed.

**Notes** Students look at the pictures and describe them among themselves before the teacher gives the descriptions. Listening comprehension will be enhanced by such advanced brainstorming.

**Variations** 1. The whole class can participate in the activity, when pictures are numbered and placed against the blackboard. Students write down the numbers of pictures, when they are described. This can be used to evaluate listening comprehension.

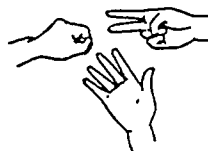
2. Students can bring a picture of their choice and prepare descriptions of the picture. They leave it face down on the instructor's table without showing it to other students. The instructor shuffles them and distributes one picture to each student. Each picture will be described by the owner of the picture. Repeat the process described above to identify the celebrity.

**Application** 1. Pictures of foods and various situations can be used instead of celebrities.

## 9. Travel Abroad / 海外旅行

Objectives	Being able to suggest possible activities and invite others to join in. Being able to comprehend and respond.
Levels	Beginning / Applicable for Intermediate and Advanced
Language	Using the let's form (ましよう) and the invitation form (ませんか). Directional particle, "へ", Location particle, "で", Object particle "を"  行く、見る、する、食べる、買う、飲む、 and words such as 靴、ハンドバッグ、教会、美術館、塔、 etc. as appropriate.
Group size	4 to 6 students in each group
Time	15 - 20 minutes
Preparation	Prepare in advance maps of the world highlighting different countries. On each map place pictures of famous landmarks and activities commonly associated with the highlighted country. ( See attached samples.) Add more countries, such as Thailand, Korea, China, India, etc. Prepare a sufficient number of different maps so that each student in any given group receives a different map. The teacher or students can also bring post cards, posters, pictures, etc. for this activity.
Activity	(Role play) Each student in the group has a chance to try and convince the other students to choose the country specified on his or her map explaining what one can do in that country. The winner is decided if one student has convinced all the others to join him or her. If there is a tie, try using Jan-ken to decide the winner.
Cultural Notes	"Jan-ken" is used in a variety of situations calling for a

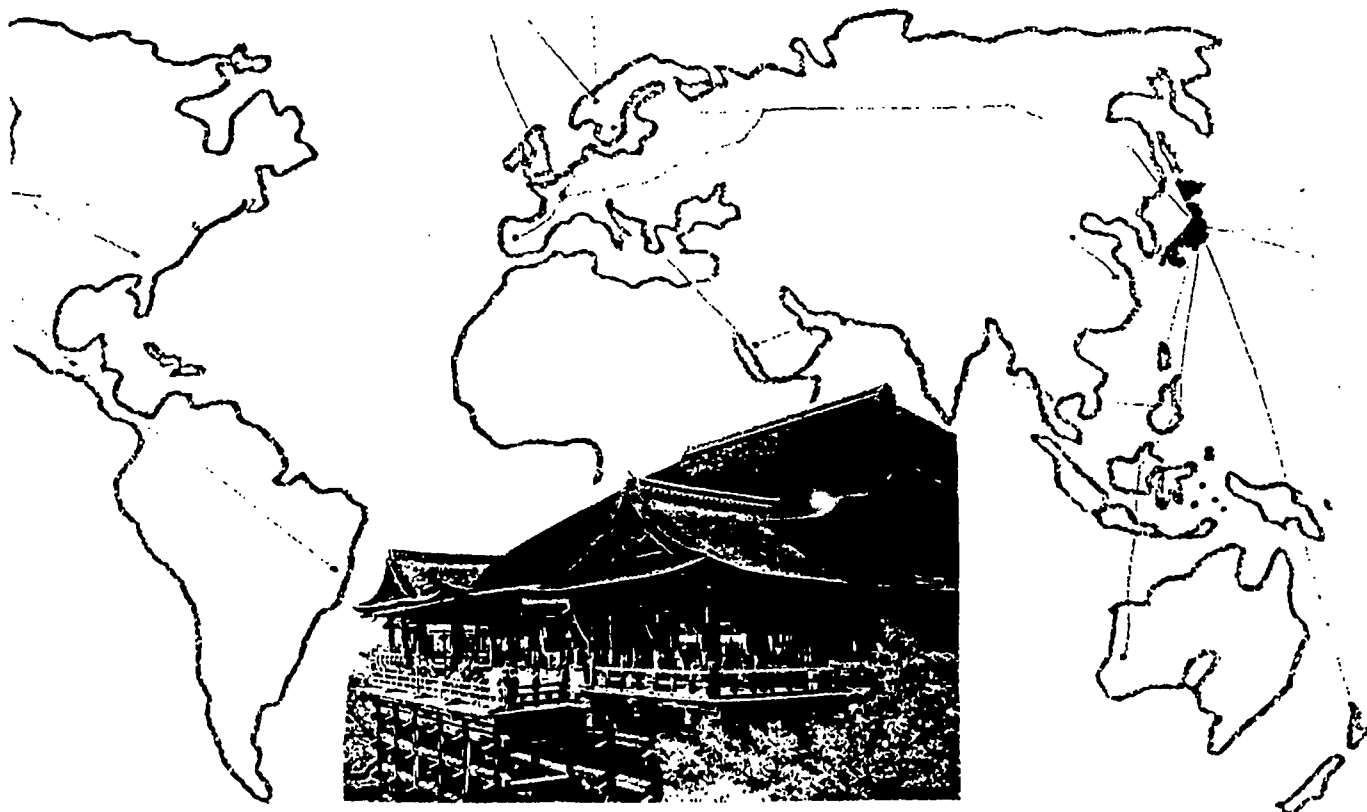
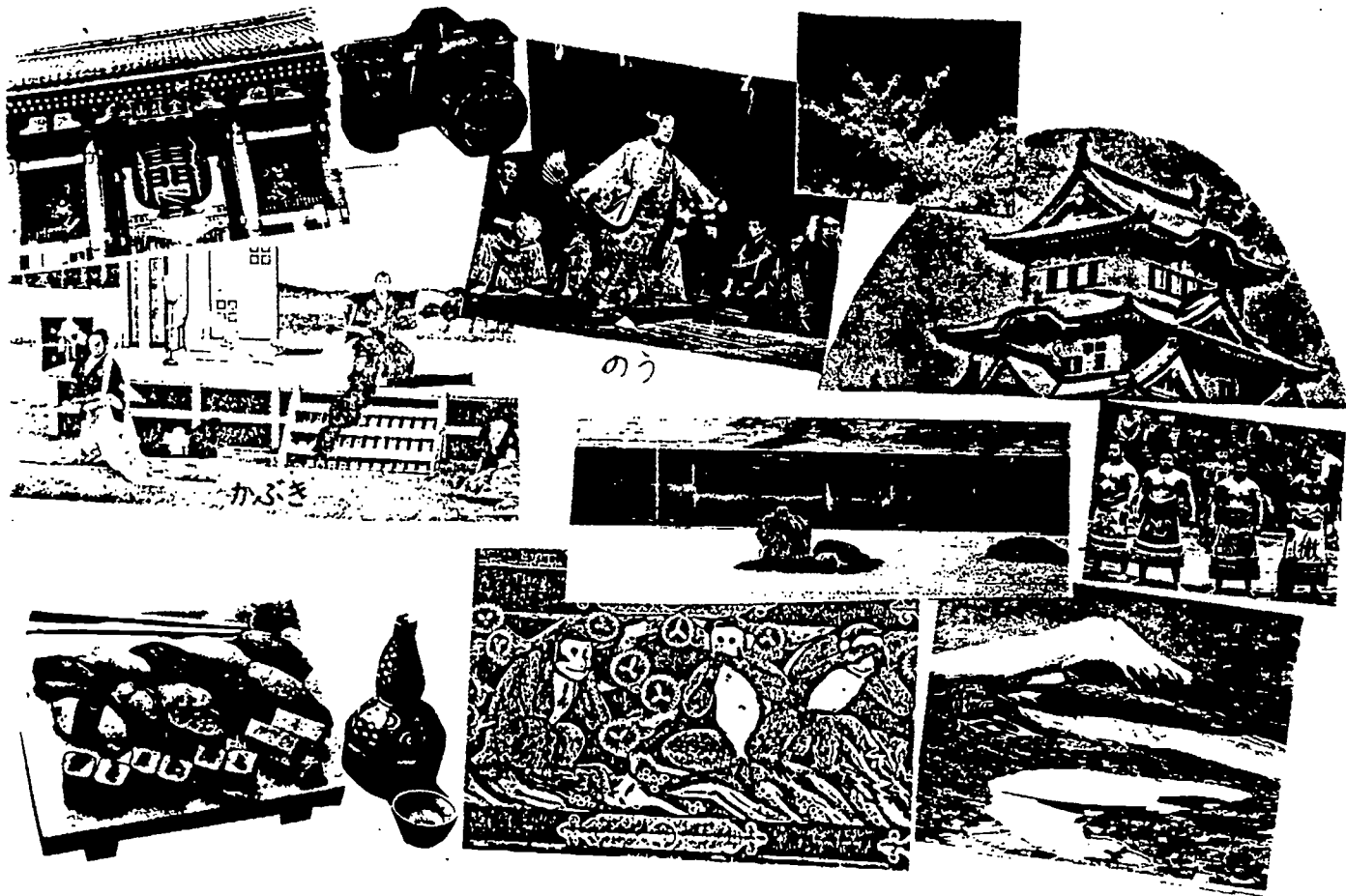
designated winner. See "Whose Turn Is It?  
ジャンケン".

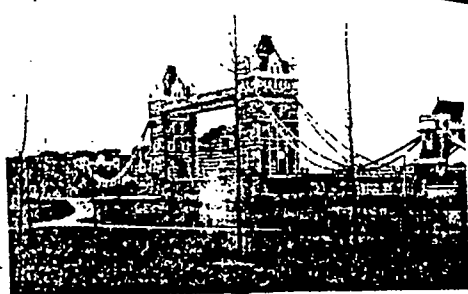


#### Applications

1. Instead of planning a trip, have the students give an account of their travels (i.e., what he or she did, ate, saw, etc.) using the same map with pictures.
2. Let the students talk about their own trips.
3. For a more advanced class, consider expenses and distance when deciding where to go. Use authentic travel brochures instead of pictures if possible.

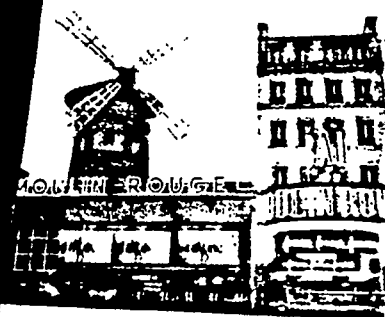




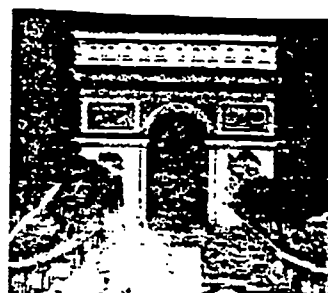


99-74133

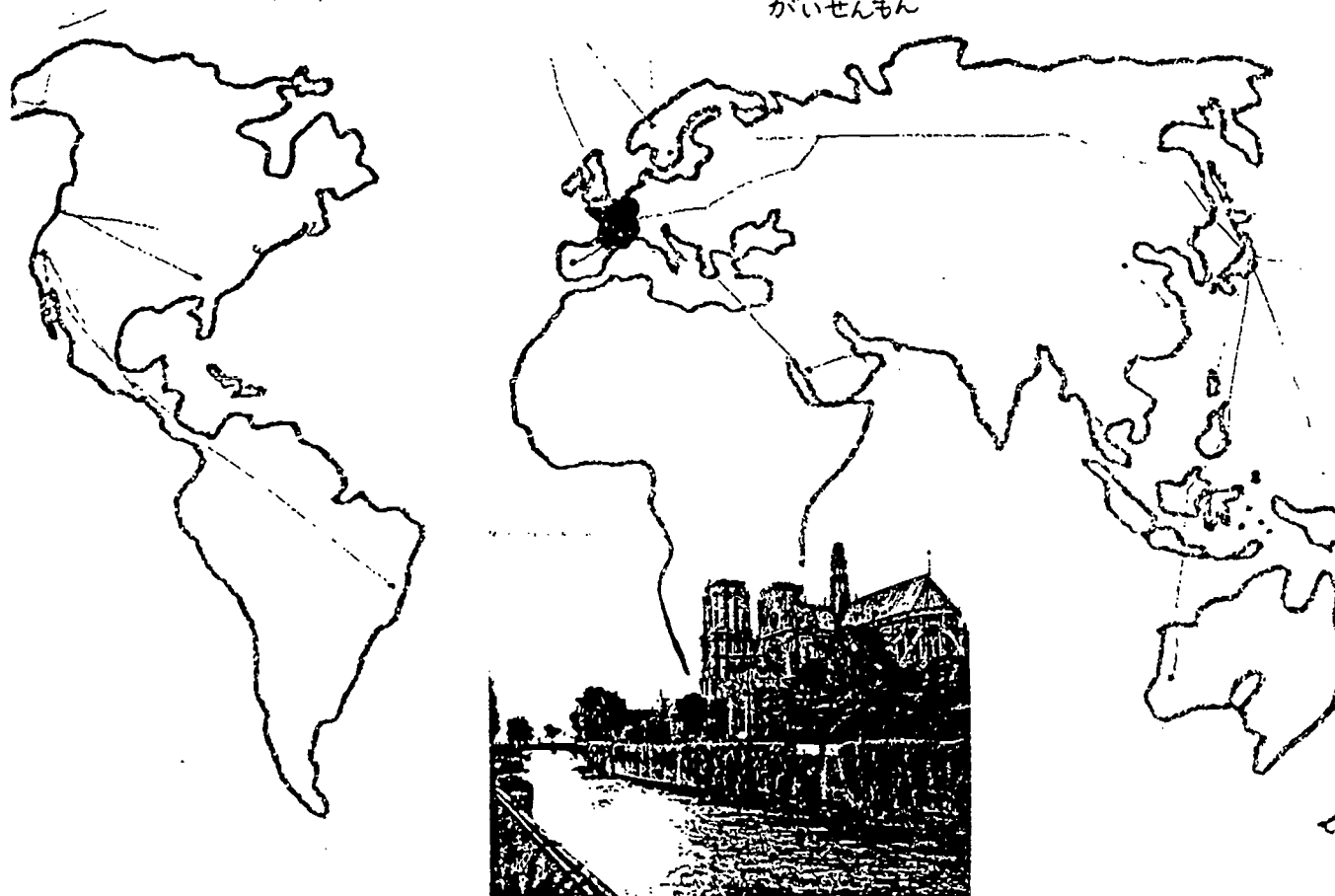




ベルサイユ



がいせんもん



## 10. What Is My Name? / 私の名前は何でしょう？

Objectives	Talking about the existence or non-existence of people and objects and their locations.
Level	Beginning
Language	--- が --- にいます/あります。 --- は --- にいません/ありません。  Items commonly found in a house: 車、コンピューター、椅子、机、テーブル、絵、 鳥、猫、犬、車、男の子、子供、ソファ、etc.  Japanese family names(山本、森、林、佐藤、伊藤、etc.)
Group size	3 - 6 students in each group
Time	15 minutes
Preparation	Prepare a sheet with pictures of four to seven houses, each with several items. The items should vary slightly from house to house, and each picture should be labeled with a family name. (See attached sample) For each set (the number of picture sheets in a set equals the number of students in each group) circle a different family name on each sheet so that each student will have a different identity. There should be at least one extra house that does not belong to any student. You will need one such set for each group in your class.
Activity	(Guessing game) Each member of the group receives a sheet with a different family name circled. The object of this game is for the students to ask questions about the existence of various animals, objects and people in each house until they can identify the name of the family. The group which correctly identifies each of its own members first is the

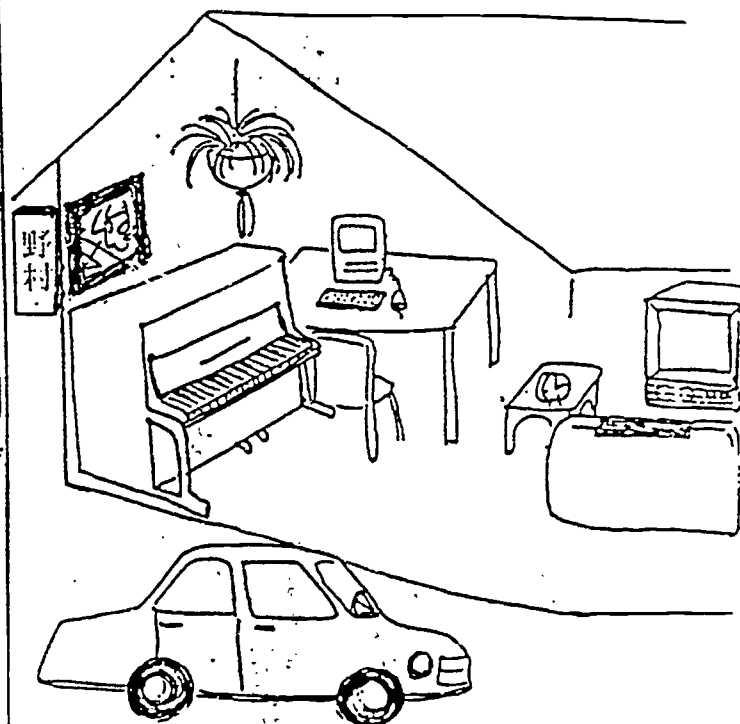
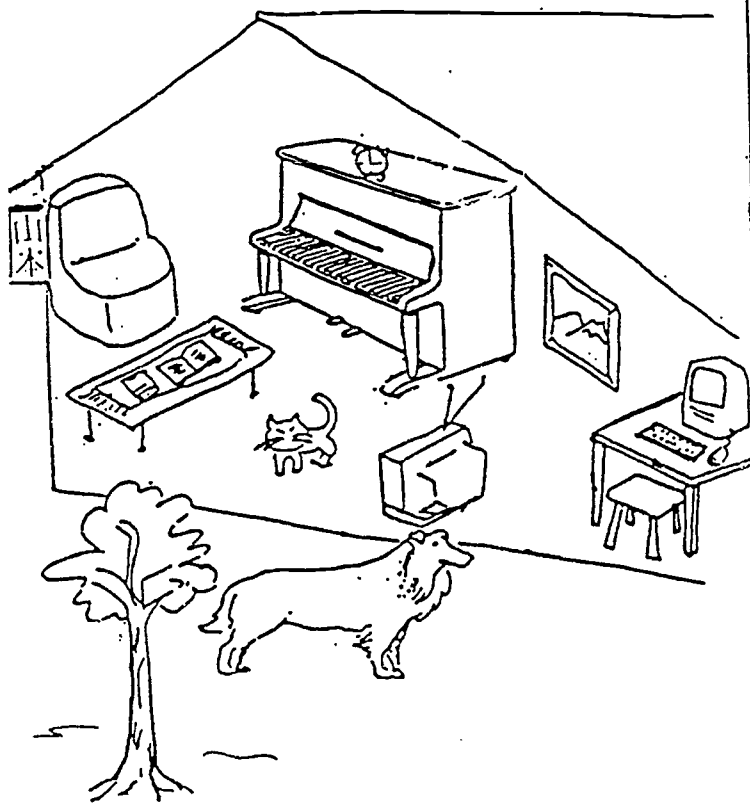
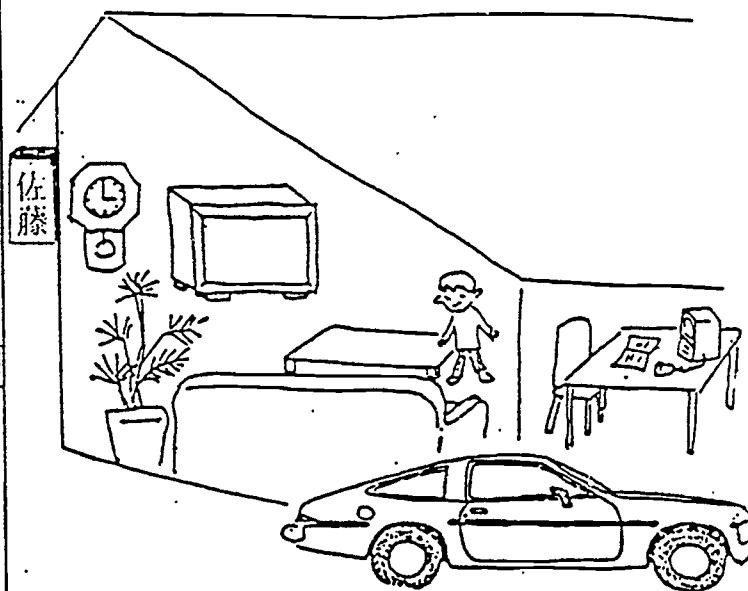
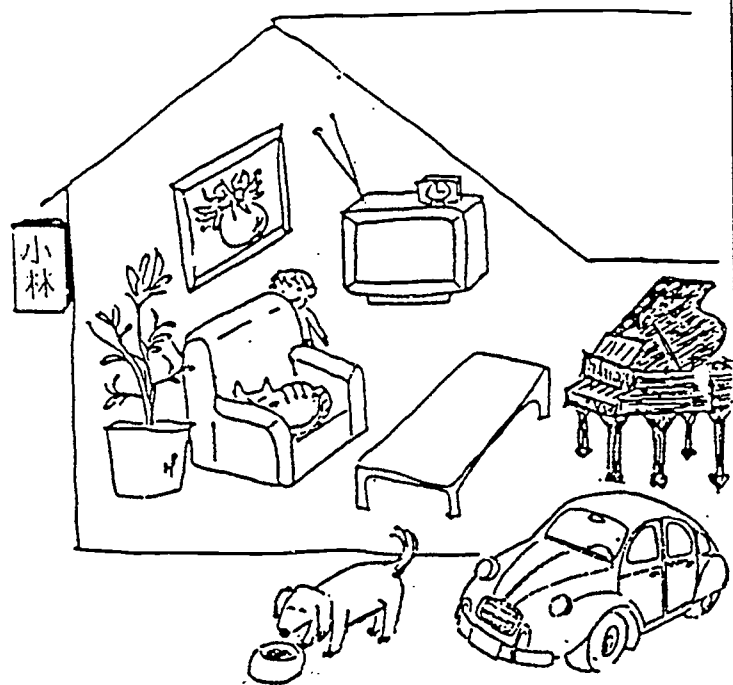
winner.

Cultural Notes

One can devise pictures of more traditional Japanese furnishings and other items, such as 床のま、畳、etc. Show some pictures of Japanese homes. Explain to students that Japanese houses display the name of the head of household at the entrance and that these signs are called 表札.

Variation

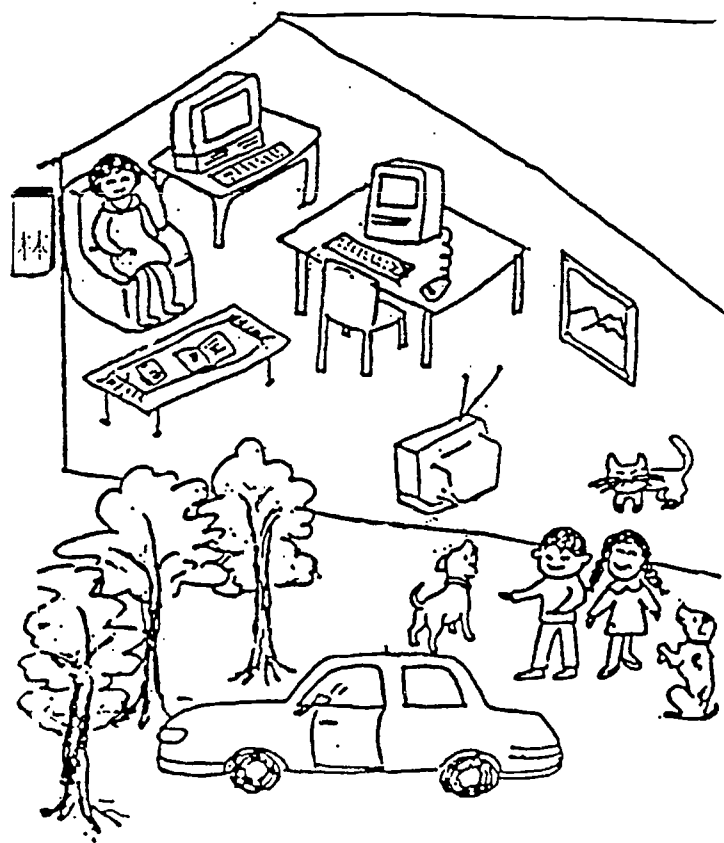
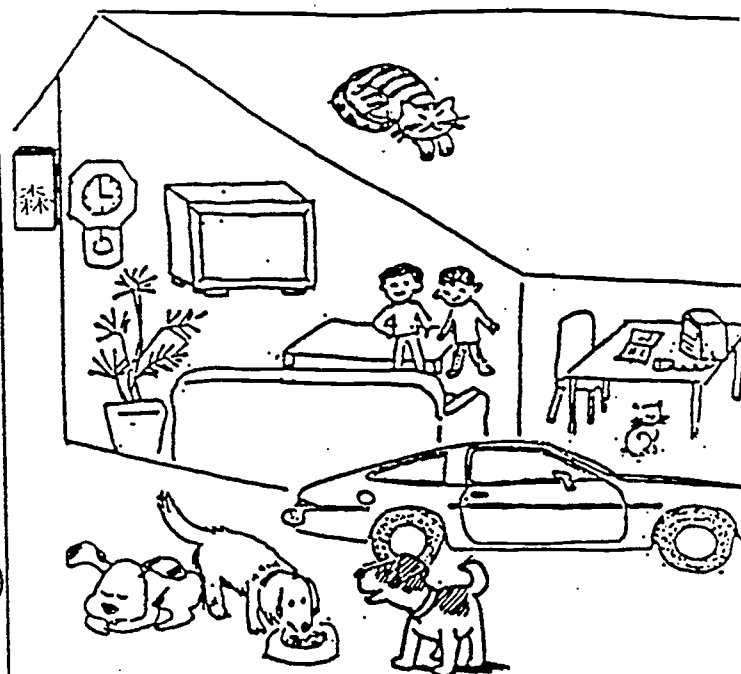
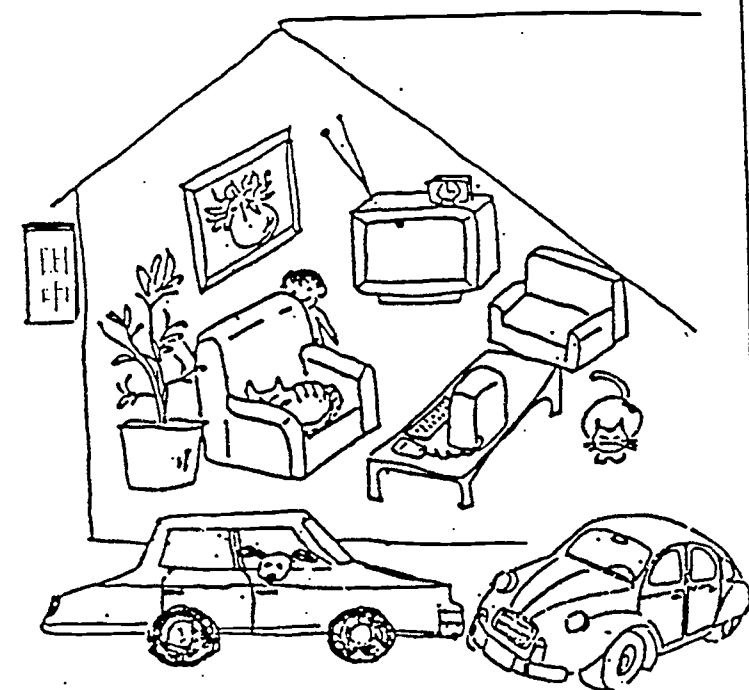
Within the group, students find out five or so items which everyone has in their own home, and five or so items which only one of the members has. The group which has the final result first wins, and each group will report on their findings.



## 11. How Many Are There? / いくつありますか。

Objectives	Indicating how many people or objects there are and using appropriate counters for various objects and people.
Level	Beginning
Language	--- が --- にいます、あります。 --- は --- にいません、ありません。  Appropriate forms of counters. (e.g. いっぴき、にひき、三びき、etc.) Names of common household objects. Counters for people, animals, cars, furniture, etc. (e.g. 一匹、一台、一人、一本、etc.), and numbers.
Group size	4 - 6 students in each group
Time	15 minutes
Preparation	Same as "What Is My Name?" For this activity, put more than one of the same items in the houses.
Activity	(Guessing game) Each member of the group receives a sheet with a different house circle. The object of this game is for the students to ask questions about the existence of various animals, objects and people in each house and their numbers until they can identify the name of the family. The group which correctly identifies each of its own members first is the winner.
Application	Students ask each other how many brothers and sisters they have, how many pets, how many coats, chairs, rooms, etc. Students then write the results of the interview in Japanese on the sheets with the empty outlines of a house.







## 12. Where Is It Sold? / どこで売っていますか。

Objectives	Asking locations and understanding simple directions in a department store, etc. Naming everyday household items.
Level	Beginning
Language	--- は --- でうっています。 --- は --- にあります。 --- はどこですか。 --- はどこでうっていますか。  Everyday household items and their generic terms (e.g. furniture, appliances etc.) Words such as 何階? --- 階、南、右側、すみ、奥、近く、そば、etc.
Group size	students in pairs
Time	15 minutes
Preparation	A pair of pictures, e.g. one with a department store that has pictures of different objects on each floor, and the other with a department store without pictures of merchandise, but with a shopping list on top (see attached illustration).
Activity	(Role Play) The pairs of students are given one sheet each. A customer (客), the student with the picture of the empty department store and the shopping list, asks the clerk at the information desk (案内係り), the student with the picture of the full department store, for information as to the location of the items on his or her shopping list. The customer will write the names of the objects on the appropriate floor in his or her sheet.
Cultural Notes	Design a store layout similar to a Japanese department store. Consider adding some other items found only in Japan, such as 座布団、扇子、掛軸、のれん、ふろしき、etc.

Application

This same activity can be used with different settings such as neighborhood stores.

〔案内係用〕

買物 (デパート)  
かいもの

家具 (かぐ) .... いす ソファ つくえ たんす テーブル

電気製品 (でんきせいひん) .... テレビ ラジオ ステレオ ランプ

紳士服 (しんしふく) .... 男物シャツ スーツ ずぼん ネクタイ くつ コート

婦人服 (ふじんふく) .... 女物ブラウス ドレス セーター スカート したぎ くつした

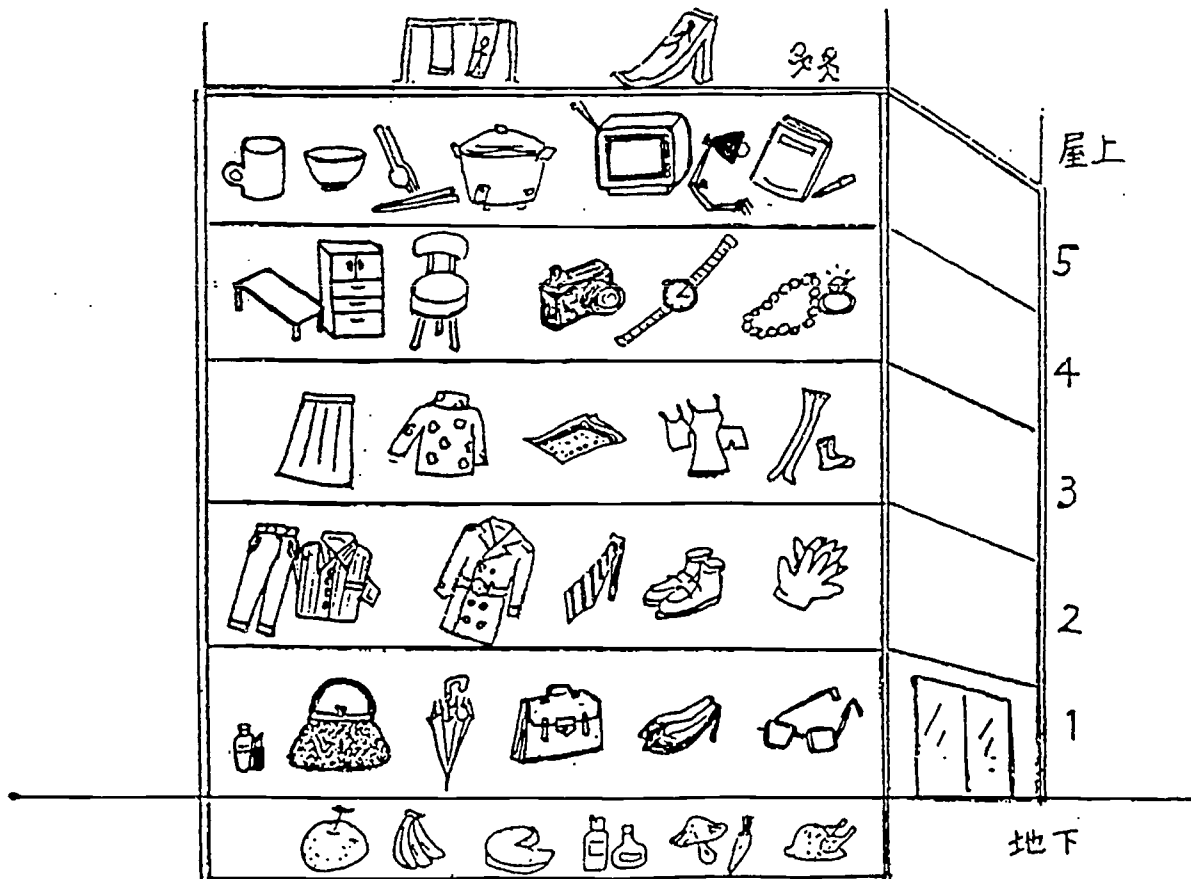
貴金属 (ききんぞく) .... とけい カメラ ほうせき (ネックレス ゆびわ)

アクセサリ・小物 (こもの) .... くつ かばん めがね けしょうひん かさ ハンドバッグ

食料品 (しょくりょうひん) .... にく やさい くだもの おさけ チーズ

書籍 (しよせき) .... 本 ぶんぼうぐ (万年筆)

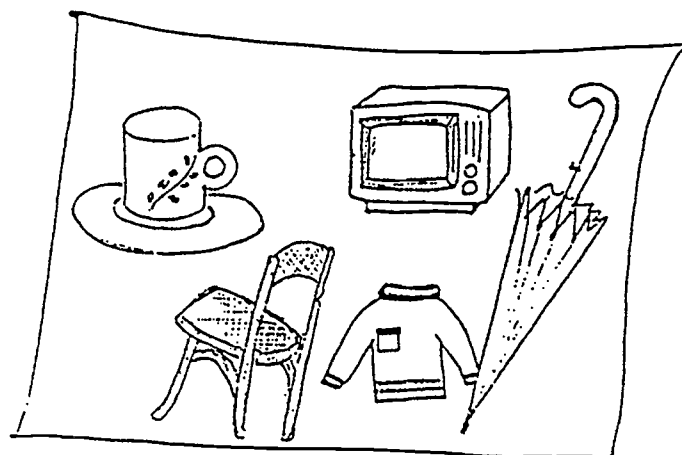
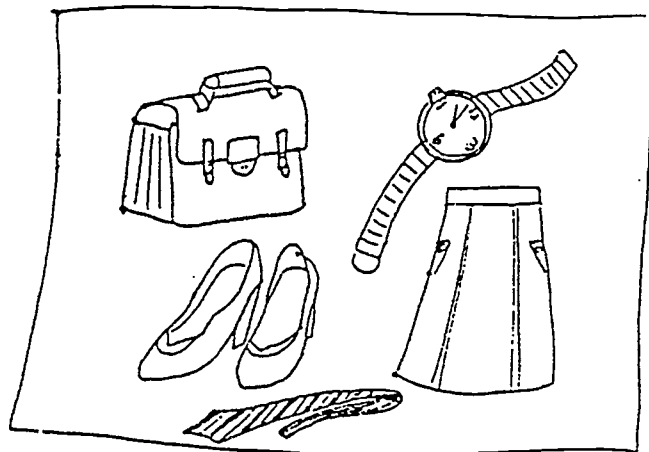
台所用品 (だいどころようひん) .... ちゃわん さら コップ はし



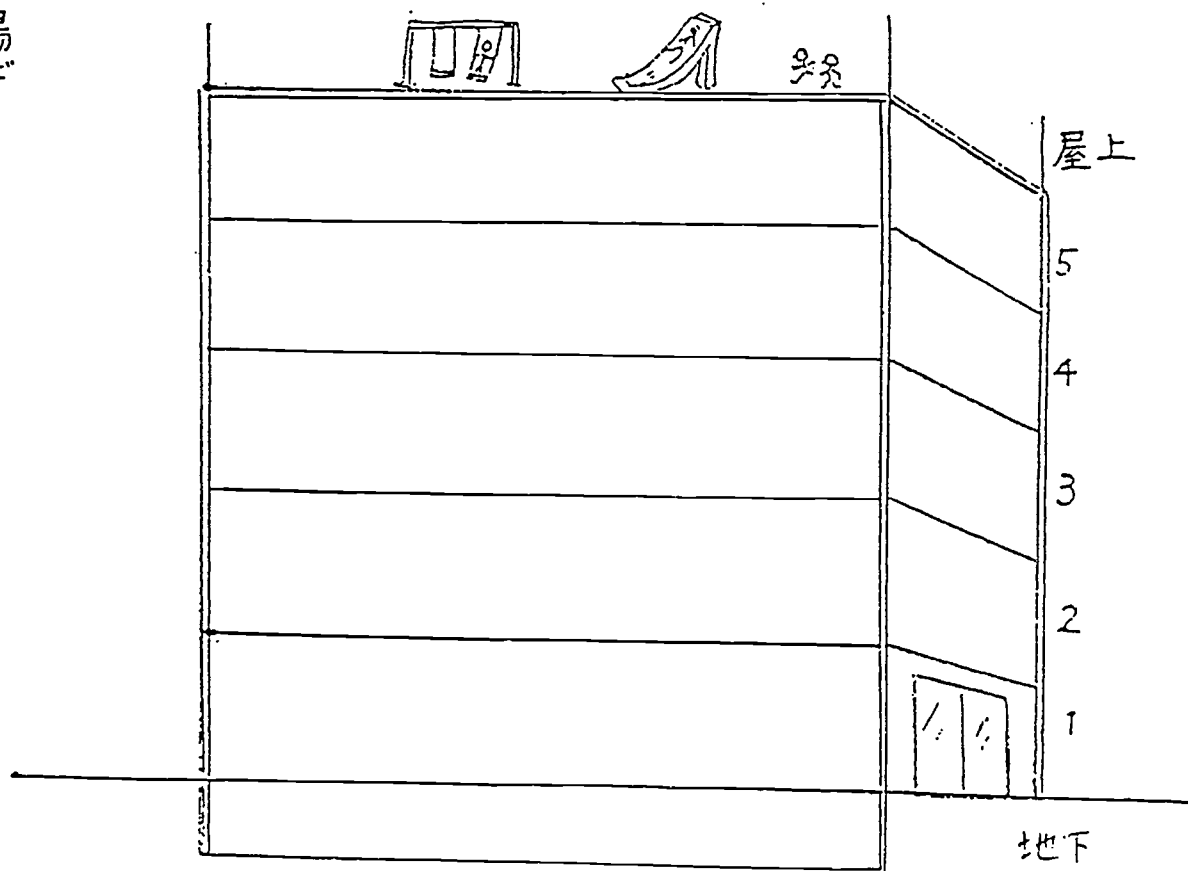
買物 (デパート)  
かいもの

ショッピングリスト

〔買い物客用〕



売場  
うりば



### 13. What Is in the Refrigerator? / 食べ物さがし

Objectives Identifying vocabulary of food items by listening and reading.

Level Beginning

Language 見つけました  
ありました

foods, beverages, fruit

Group Size 2

Time 5 minutes

Preparation Prepare a vocabulary list of food items and a card containing hidden food items in a crossword puzzle format written in Hiragana.

Tell students that there was a note from their mother when they came home from school. The note said the following: "You can have anything in the refrigerator, but only if you can find the items in the puzzle. When you find the food items in the card, circle them and then you have to cross them out on the list. After doing this, you may have them, if you wish. This exercise may curb your appetite until I come home. I don't want you to empty the refrigerator..."

Activity (Game)

The instructor reads food items from the vocabulary list (See the sample). Students find the word on the card. The words are arranged vertically, horizontally, diagonally in all directions: from top to bottom, bottom to top, left to right, right to left, diagonally top to bottom or reverse.

When they find the word, they announce it by saying ありました and circle it. The instructor reads two more words. Then students continue the task on their own until they find as many words as possible in the puzzle and have crossed out all words on the list.

When they work as a pair, they can help each other find the words. One student can read the words in the vocabulary list and the other can find them. They can take turns in reading the words.

Notes This activity is good to review vocabulary items.

Variations 1. For beginners, choose vocabulary items written in Hiragana and/or Katakana.

2. For intermediate students, kanji compound words are also good.

Application 1. The vocabulary in the crossword puzzle format can be extended into different areas such as things connected with school, daily activities, etc.

## What Is in the Refrigerator? - Sample / 食べ物さがし - 例

### 食べ物さがしカード

	1	2	3	4	5	6	7
1	か	し	う	の	も	だ	く
2	な	ま	す	め	ご	お	り
3	ず	め	し	は	そ	り	あ
4	み	か	ん	さ	ば	ん	す
5	ち	む	け	ど	と	ご	き
6	か	ぎ	い	か	う	ま	や
7	き	ち	ゃ	お	い	ふ	た

### 食べ物さがし言葉リスト

めし    うどん    そば    おちゃ    むぎちゃ    みず    すし  
たまご    すきやき    りんご    みかん    さば    かし    かい  
いか    うめ    なし    とうふ    ごはん    くだもの    まめ

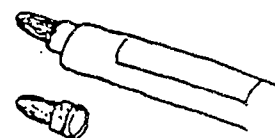
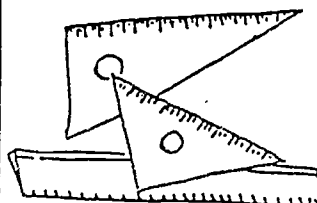
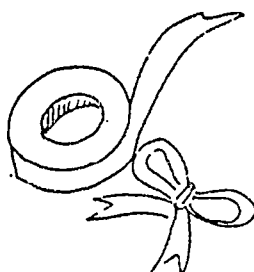
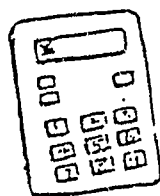
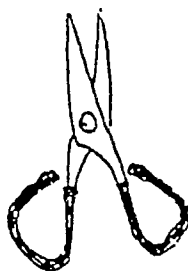
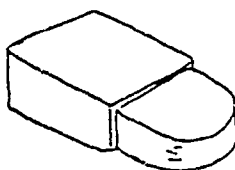
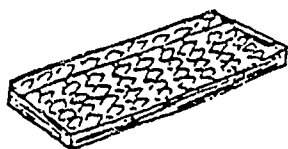
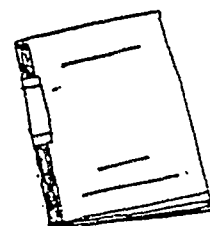
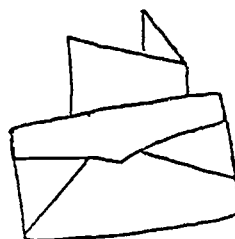
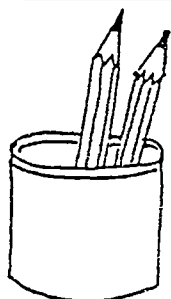
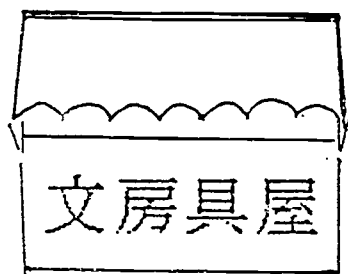
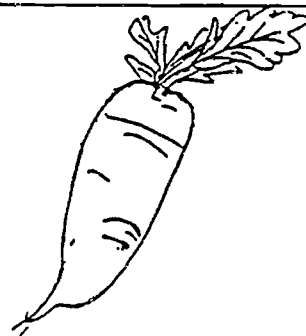
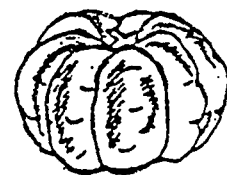
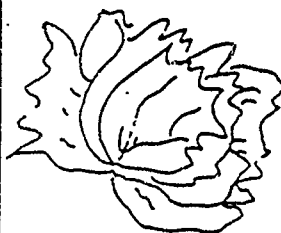
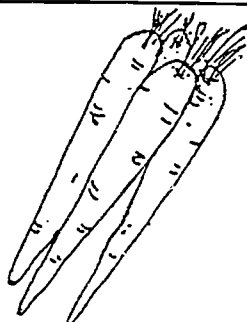
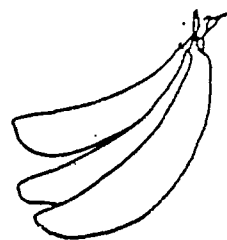
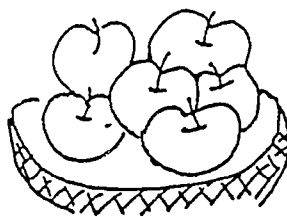
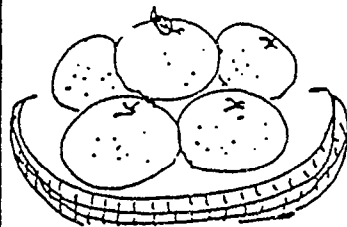
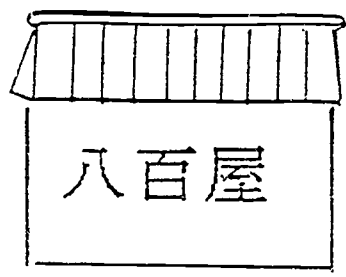
## 14. Let's Go Shopping. / 買い物にいきましょう。

Objectives	Telling what and how many you need from a store. Being able to ask the price and handle Japanese currency.
Level	Beginning
Language	--- を (一つ、一本、etc.) 下さい。 --- はいくらですか。 全部で (値段) です。  Names of food items, flowers, stationery store items, and other everyday household items. Names of stores (fruit store, etc.)
Group size	6 students in each group
Time	15 minutes
Preparation	Prepare cards with pictures of different merchandise on one side, and their Japanese names and prices on the other side. In addition make separate cards each indicating the names of different stores, such as 花屋、八百屋、文房具屋、果物屋、etc.
Activity	(Sorting, and Role play) Half of the group plans a party, and makes a shopping list. The other half plays the role of store owners (two stores each). While the other group is making the shopping list, the store owners will sort out the merchandise that belongs to their own stores. (The cards are given to them with Japanese writing side up.) In the second part of the activity, the party givers try to buy everthing they need, sometimes substituting other items as necessary.
Cultural Notes	Show the students pictures of neighborhood stores in Japan, and discuss how, for example, meat, vegetables, rice, etc. are sold in specialty stores.



Show students Japanese currency and explain how change is counted in Japan.

41



バナナ  
一ふさ 100円

りんご  
一山 350円  
yama

みかん  
一山 300円

かぼちゃ  
一個 50円  
こ

レタス  
200円

にんじん  
三本 100円

いも  
30円

しいたけ  
百グラム 400円

だいこん  
一本 40円

なす  
70円

ねぎ  
一束 40円

ノート  
120円

カード  
1ダース 600円

えんぴつ  
1ダース 240円

のり  
150円

はさみ  
280円

けしゴム  
60円

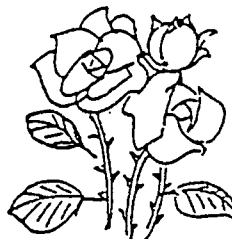
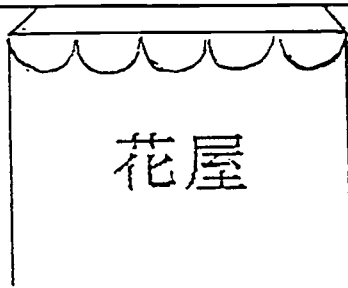
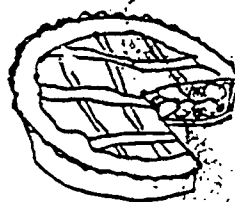
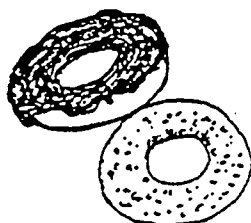
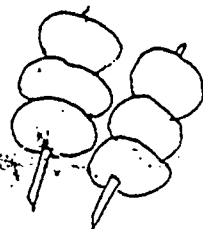
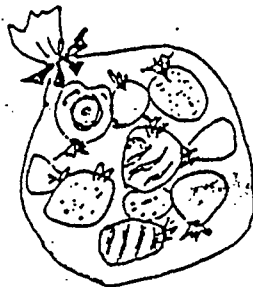
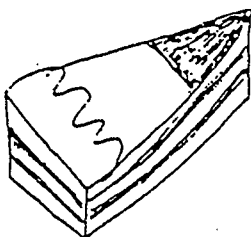
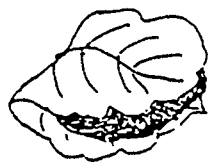
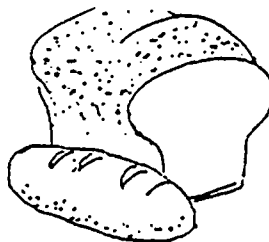
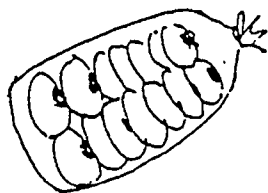
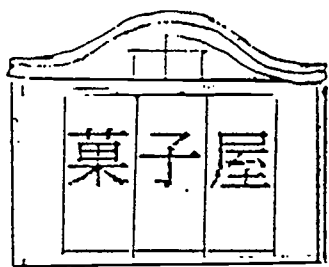
そろばん  
800円

マジックペン  
1本 30円

じょうぎ  
100円

リボン  
400円

でんたく  
600円



アイスクリーム  
500 円

パン  
180 円

クッキー  
690 円

だんご  
1 本 100 円

キャンディー  
300 円

ケーキ  
250 円

かしわもち  
70 円

キャンディバー  
70 円

アップルパイ  
1200 円

おかき  
760 円

ドーナツ  
50 円

カトレア  
1300 円

きく  
250 円

チューリップ  
180 円

シクラメン  
200 円

ゆり  
320 円

はら  
400 円

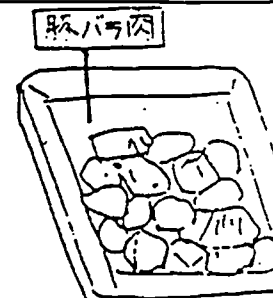
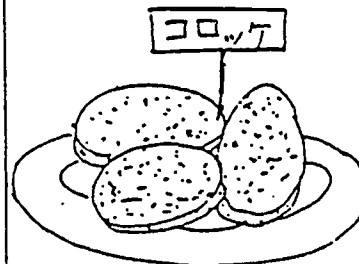
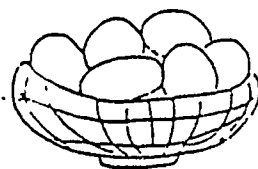
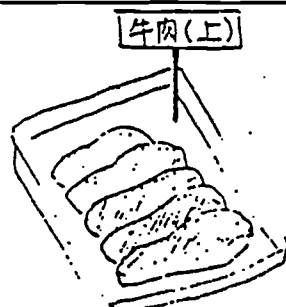
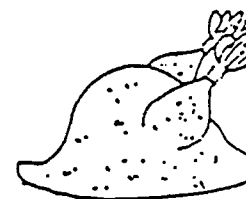
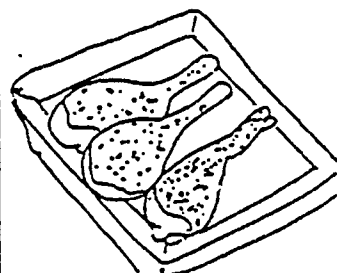
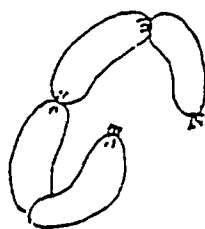
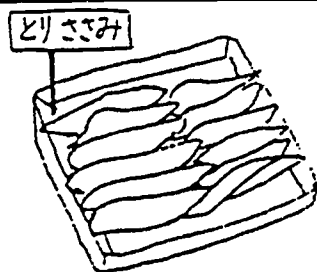
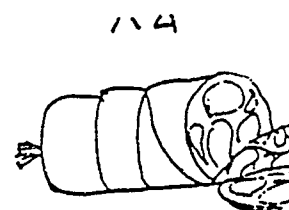
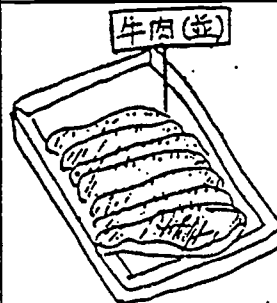
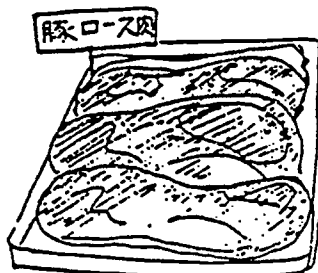
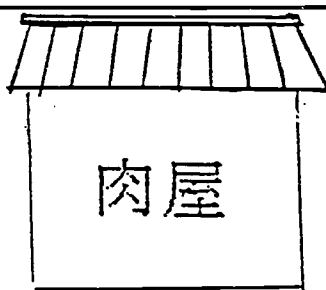
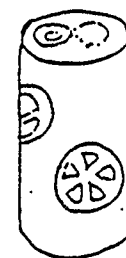
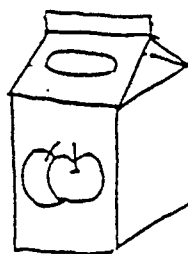
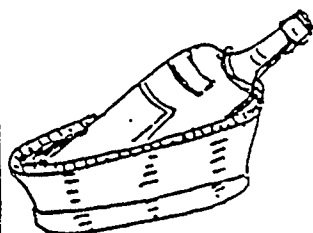
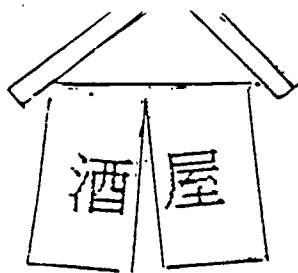
かびん  
2000 円

カーネーション  
70 円

かびん  
600 円

すみれ  
150 円

あやめ  
180 円



ウィスキー  
2000円

さけ  
1000円

ビール  
(小) 450円  
(大) 600円

ソーダ  
100円

りんごジュース  
200円

ワイン  
1800円

しょうゆ  
300円

コカコーラ  
150円

オレンジジュース  
200円

ぎゅうにゅう  
150円

す  
370円

ハム  
100グラム 200円

牛にく(並)  
100グラム 380円

豚ロースにく  
1枚 180円

とりのまるやき  
600円

とり ももにく  
100グラム 300円

ソーセージ  
1本 100円

とり ささみ  
100グラム 500円

ぶたバラにく  
100グラム 180円

コロッケ  
ひとつ 120円

たまご  
半ダース 200円

牛にく(上)  
100グラム 550円

## 15. What Types of Food or Drink Do You Like?

どんな物が好きですか。

Objectives	Talking about one's likes and dislikes regarding the taste of food and drink.
Level	Beginning
Language	<p>--- が好きです。 --- は好きじゃありません。          --- が欲しいです。 --- は欲しくありません。          (食べ) たいです。 --- は嫌いです。          (adj.) くありません。 - をください。 けっこうです。</p> <p>Adjectives, 柔らかい, 固い, 甘い, 酸っぱい, 苦い, etc.</p> <p>Names of food items and other words such as これ、物。</p>
Group Size	Students in pairs
Time	10 minutes
Preparation	One set of cards with pictures of food on one side and their taste on the other, and another set of cards with only the adjectives written.
Activity	<p>(Role play)</p> <p>One student, a mean 先輩, has the food cards and the other, a poor 後輩, has the adjective (taste) cards. The 先輩 offers 後輩 something to eat or drink and asks what types of food 後輩 likes. 後輩 gives his preference (e.g. 辛い物が欲しいです。 なにか辛いものを下さいませんか?) 先輩 teases 後輩 by giving the wrong food or drink. 後輩 politely and patiently repeats his preference (e.g. すみませんが、これは辛くありません。 私は辛い物が好きなんです。) Take turns.</p>
Variation	5 to 6 students in each group. Each student is given one 'taste' card and several food cards. Students trade cards with



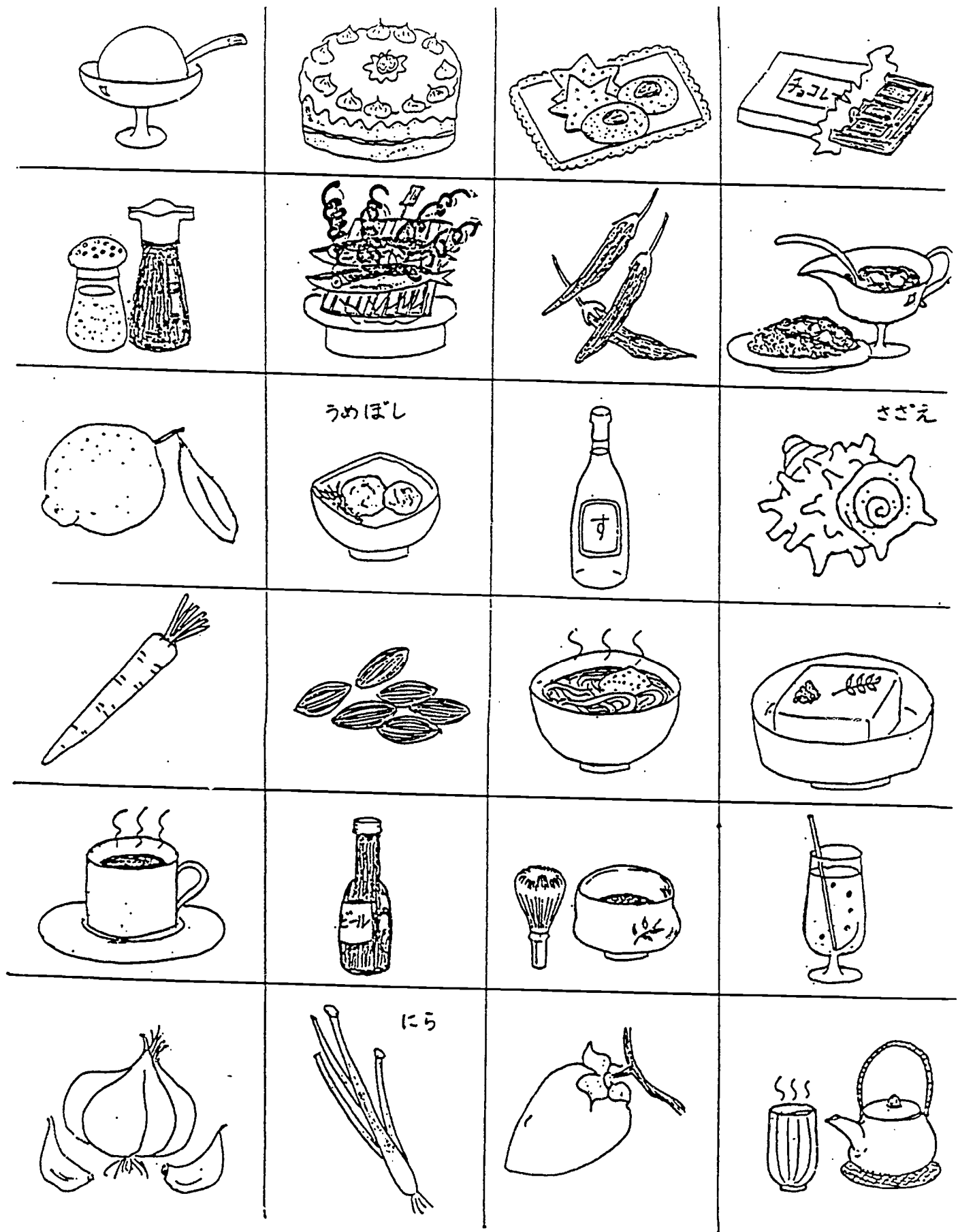
each other until they have gotten rid of all the food that do not have the particular taste, and collected all the food that do.

Socio-Cultural  
Notes

Japanese students use polite style of speech to their seniors.

Application

Students ask each other about their own preferences in the taste of food and drink.



あまい

あまい

あまい

あまい  
つめたい

からい

からい

こげくさい  
にがい

(しお)からい

かたい

すっぱい

すっぱい

すっぱい

やわらかい

やわらかい  
あつい

かたい

かたい

つめたい

にがい

にがい  
つめたい

にがい  
あつい

あつい

しぶい

くさい

くさい

## 16. Who Will Be Hired? / 雇いたい人は?

Objectives	Describing personal characteristics and comprehending such descriptions.
Level	Beginning/ Applicable for Intermediate and Advanced
Language	Adj.N (しずか、丁寧) です / じゃありません。 Adj. (やさし、大き) いです / --- ありません。  Adj.N (がんこ、正直、etc.) な人 Adj. (強い、おもしろい、etc.) 人  大きい、小さい、おもしろい、やさしい、強い、 ずるい、しずか、真面目、不真面目、正直、 不正直、勤勉、親切、不親切、がんこ、生意気、 etc., and words for job titles.
Group Size	Students in groups of two or larger
Time	15 minutes
Preparation	Prepare cards with different job titles.
Activity	(Role Play ) Small company executives discuss desired qualities for prospective employees for different jobs in the company. Students fill in the job title cards with the traits which they feel are important for that specific job. They should also add some traits that are undesirable.
Cultural Notes	The type of characteristics sought by a Japanese company for a specific job may be different from the American counterpart.

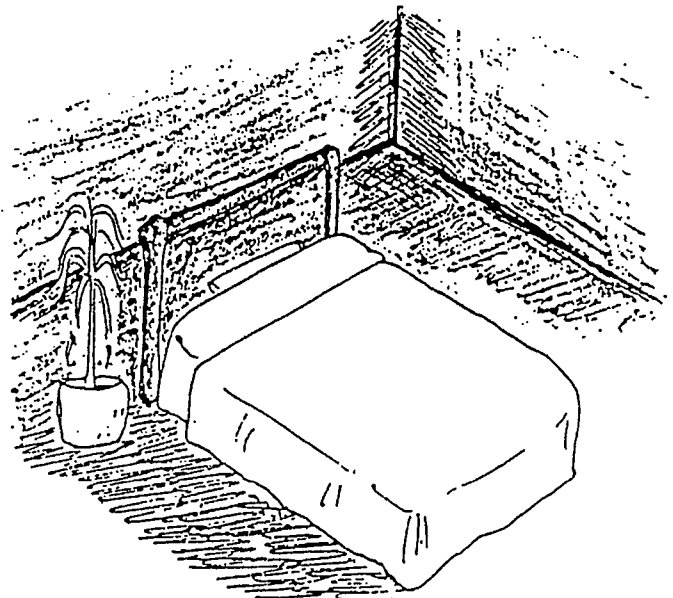
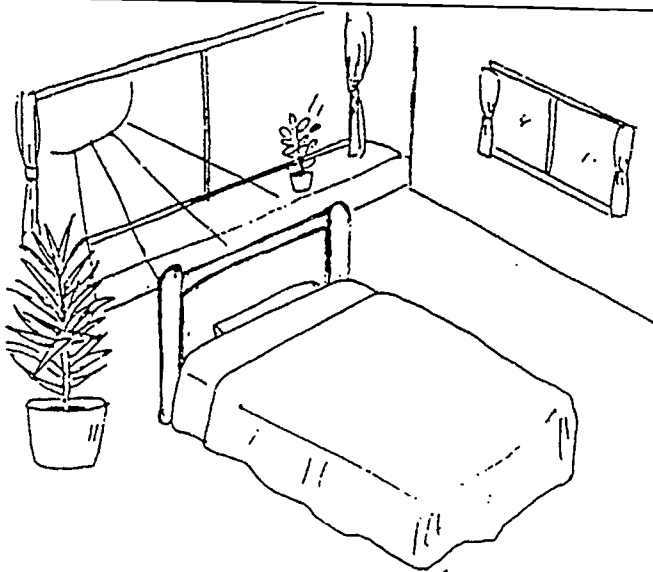
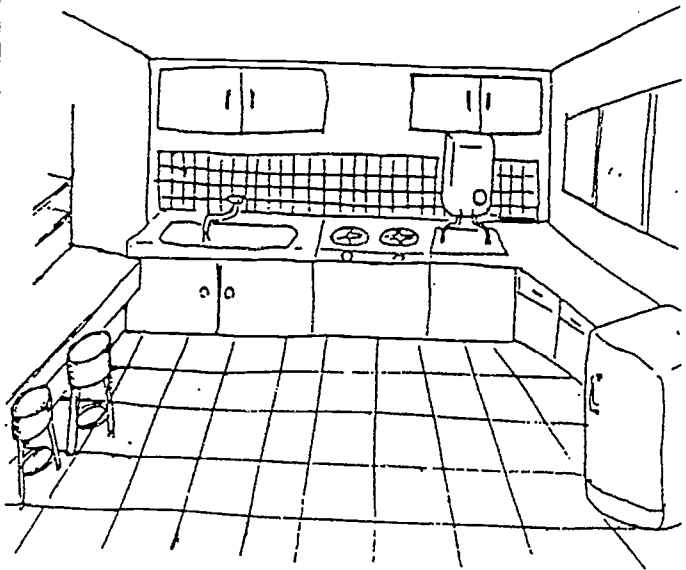
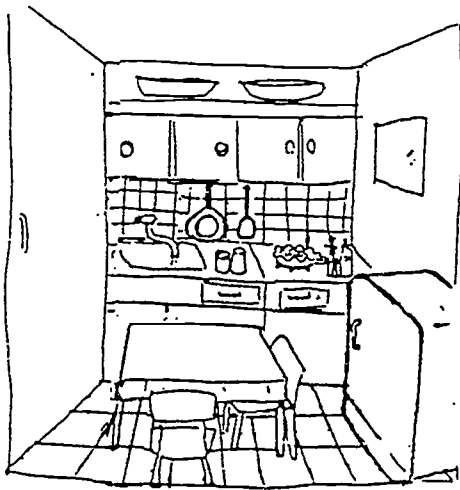
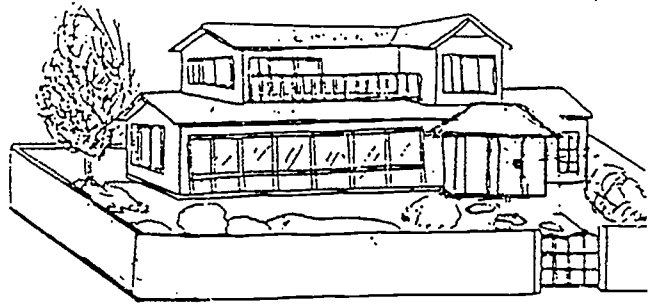
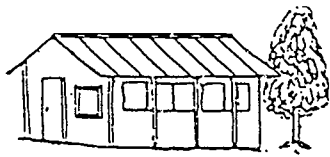
## 17. Which House Would You Like to Rent? 住みたい家は？

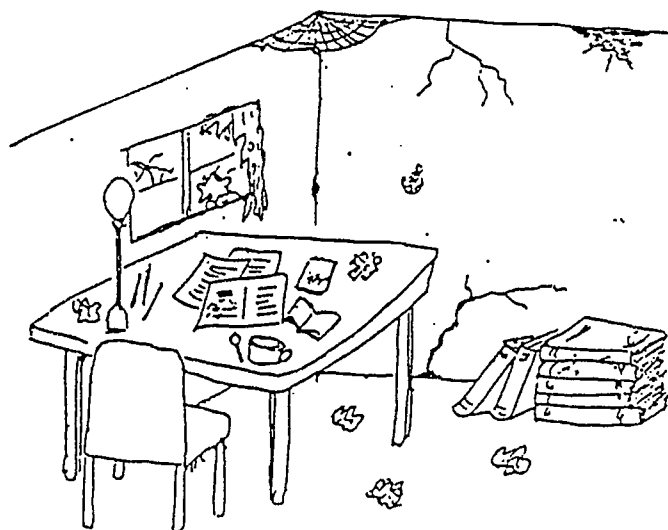
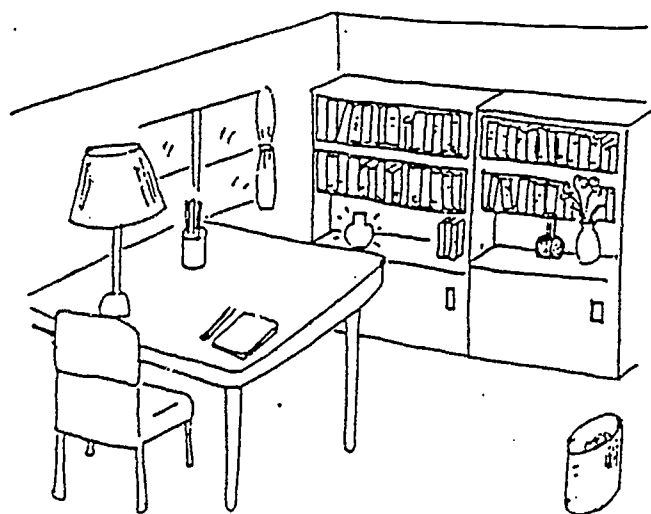
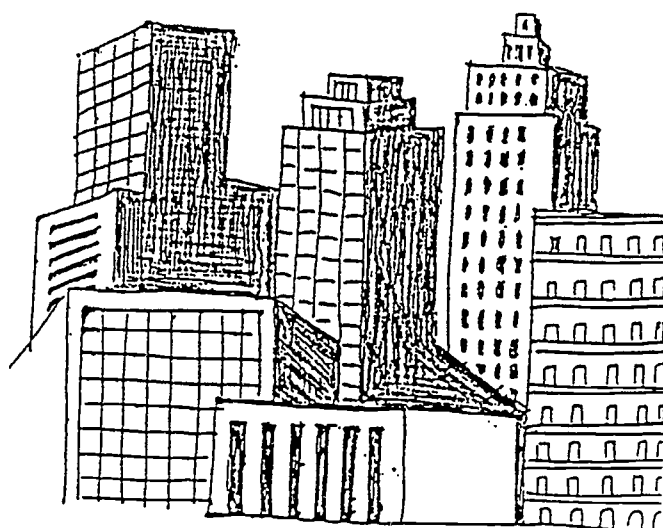
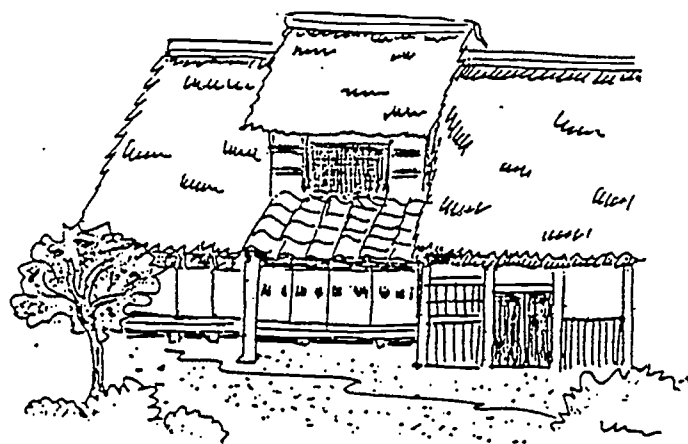
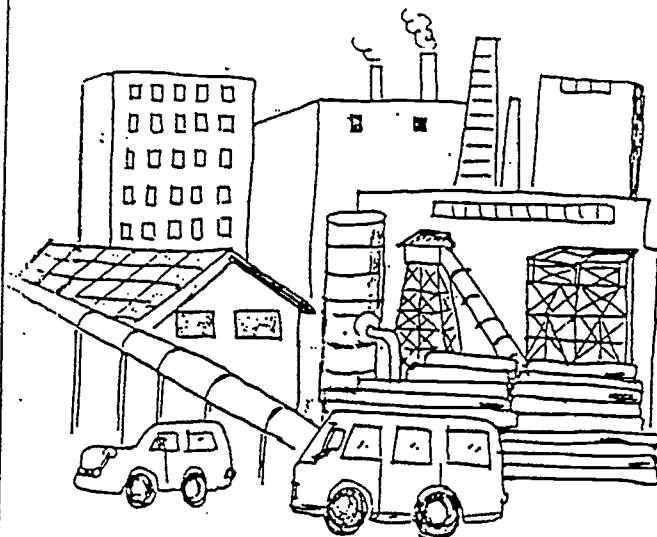
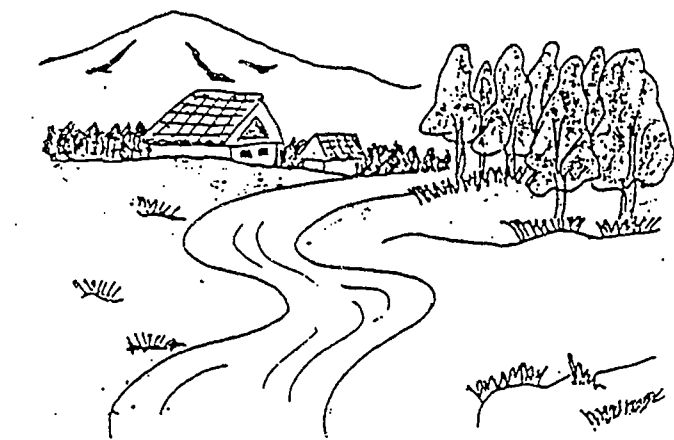
Objectives	Discussing one's preferences regarding living spaces. Being able to comprehend and use familiar and formal style appropriately in different socio-cultural settings.
Level	Beginning /Applicable for Intermediate, and Advanced
Language	--- ています/いる。 --- たい/です。 Adj. (e.g. 広い) N (e.g. 所、の) を探しています。 Adj.N (e.g. 近代的) な N (e.g. 家) に住みたいです。  大きい、小さい、広い、明るい、暗い、高い、 安い、静か、近代的、伝統的、etc.
Group Size	3 students in each group
Time	10 minutes
Preparation	Prepare pictures of different houses, apartments and rooms. Photographs from magazines and newspapers may be used.
Activity	(Role Play) One student is a real estate agent. The other two students are a husband and wife or friends seeking an apartment or a house. They express their preferences for a living space, and the agent tries to accommodate them by showing them different pictures.
Socio-Cultural Notes	Students will learn of the smaller scale apartments available in Japan. They also learn that apartments are usually unfurnished and do not have kitchen appliances (range, oven, etc.), nor cabinets. The closet space is normally used for storing bedding and not for hanging clothes, etc. They also learn that one pays not only a security deposit but also a non-refundable 'rei kin' (礼金), which is about one or more

month's rent.

Application

This activity can be used for different proficiency levels. For beginners, use simple pictures or drawings of houses illustrating, for example, big, small, spacious, clean modern, etc. Add on more topics as appropriate, for example, price, number of rooms, neighborhood, convenience to transportation and shopping, etc. Compare the houses and discuss which one is most desirable.







にぎやか  
うるさい

しずか

きんだいてき

でんとうてき

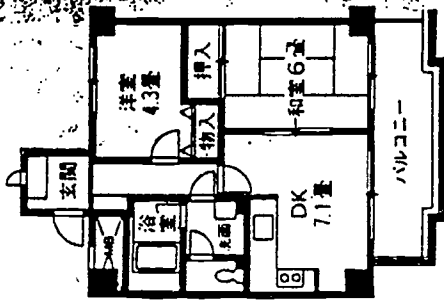
きたない

きれい

## コバミニアム駒込駅

山手線駒込駅徒歩9分

- 専有面積/43.05㎡(13.02坪)
  - バルコニー面積/7.72㎡
  - 2DK
  - SRC造7階建1階
  - 管理費等月額8,580円
  - 61年7月築
  - 北区田端3丁目
  - 引渡：即可
- 角部屋。外装レンガタイル貼り。室内きれいに使いです。 仲介

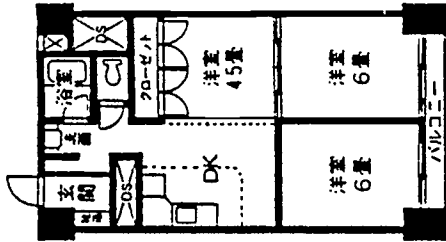


4,950万円

## シャトレ市ヶ谷

丸の内線新宿御苑前駅徒歩10分

- 専有面積/58.12㎡(17.5坪)
  - バルコニー面積/6.03㎡
  - 3DK
  - SRC造14階建8階
  - 管理費等月額26,300円
  - 45年11月築
  - 新宿区市ヶ谷富久町
  - 引渡：相談
- 都営新宿線曙橋駅徒歩8分も利用可。 仲介



7,960万円

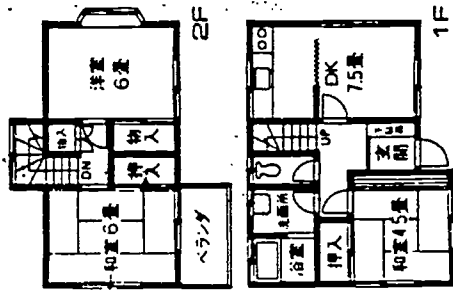
## 戸建 西新

西武池袋線東長崎駅徒歩10分

西武新宿線新井薬師駅徒歩18分

- 土地/64.20㎡(19.42坪) 私道負担9.44㎡別
- 地目：宅地
- 建物/64.17㎡(19.41坪)
- 3DK
- 木造2階建
- 52年6月築
- 第1種住居専用地域
- 建ぺい率50%
- 容積率100%
- 都市ガス、公営水道、公共下水道
- 新宿区西落合3丁目
- 引渡：相談

東8m公道、南4m道路面。陽当り良好。室内きれいに使いです。 仲介

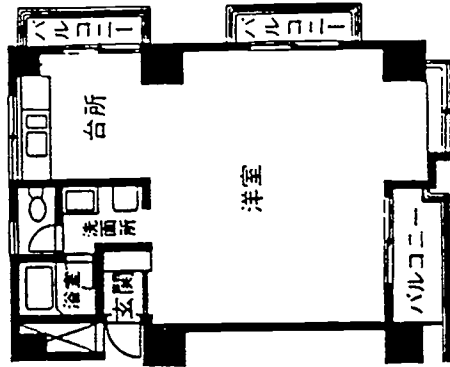


9,580万円

## YKB御苑

丸の内線新宿御苑前駅徒歩1分

- 専有面積/48.99㎡(14.81坪)
  - バルコニー面積/8.11㎡
  - ワンルーム
  - SRC造11階建5階
  - 管理費等月額15,350円
  - 57年7月築
  - 新宿区新宿1丁目
  - 引渡：即可
- 東南角部屋。外装タイル貼り。 仲介

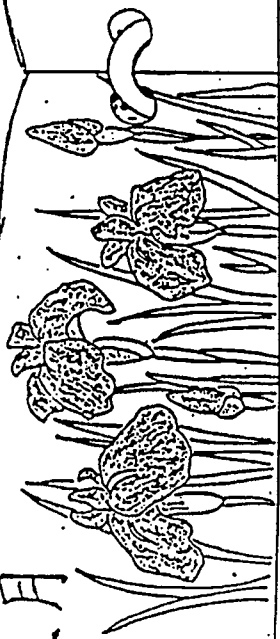


Price listed are sales prices, not rental.

## 18. When Can We Get Together? / いつ会いましょうか。

Objectives	Being able to discuss scheduling (time, days of the week and common activities etc.), and to set up a meeting. To begin and end telephone conversations.
Level	Beginning / Applicable to Intermediate and Advanced
Language	---たい、---ましょう、---ましょうか。 ---ませんか? <u>time/date</u> に; ---時から ---時まで  Time words ( e.g. 何時(いつ、なんじ), 月曜日、etc.; 一日、二日、etc.; 明日、あさって etc.,) Other words such as 暇、忙しい、どこ、一緒に、あう。
Group size	Students in pairs
Time	15 minutes
Preparation	Prepare two different one-week schedules making sure that there are some common free time slots or some activities that can be rescheduled. They should include class times, studying times, activities, etc. Students can also write their own real schedules to be used for this activity.
Activity	This is a telephone conversation activity. The two students should not be able to see each other's schedules. The students want to set up a date, for example, for two hours of studying together or four hours for a movie. They should decide on the day, time and place to meet.
Application	For more advanced students this activity can include making an appointment with a teacher, etc. using polite forms. Use expressions such as つもり、---たい、都合、予定、etc., and more expanded vocabulary for activities.

(A)

五月				十日 木曜		午前	クラス 10時~12時 25分
						午後	クラス 1時10分~2時 アルバイト 3時~7時 ベムスター 8時~11時
七日 月曜		午前		十一日 金曜		午前	クラス 9時~12時
		午後				午後	クラス 1時10分~2時 かいもの 4時~6時 バーティー 7時はん~12時
八日 火曜		午前		十二日 土曜		午前	ジョギング 9時~10時
		午後				午後	えいが 8時15分~10時20分
九日 水曜		午前		十三日 日曜		午前	ピクニック 11時~
		午後				午後	ピクニック ~5時

(B)

五月				十日 木曜	午前 クラス 9時はん～12時 午後 テニス 2時～4時 いけんべんきょう 5時～10時
七日 月曜	午前 クラス 8時10分～11時 午後 クラス 12時～2時15分 テニス 3時～5時	十一日 金曜	午前 クラス 8時10分～9時 しけん 9時10分～10時45分 午後 ともだちとしょくじ 6時～8時	十二日 土曜	午前 午後 かいもの 1時～4時
八日 火曜	午前 クラス 9時はん～12時 午後 テニス 2時～4時	十三日 日曜	午前 クラス 8時10分～11時 午後 クラス 12時～2時15分 ピア 3時～4時 べんきょう 8時～11時	十四日 月曜	午前 おばあさんとしょくじ 10時 さんぽ 11時～12時 午後 かいもの 5時～7時

## 19. To Whom Shall We Send Gifts? / 贈り物は誰に？

Objectives	Talking about giving and receiving.
Level	Beginning / Applicable to Intermediate and Advanced
Language	--- に --- を上げる / 差し上げる。 --- に(から) --- をもらう / 頂く。 --- をくれる / 下さる。  Everyday household items appropriate as gifts such as sugar, seaweed, dried mushrooms, tea, boxed sweets, sake, towels, soap, gift certificates for books or for department stores, etc.
Group size	Students in pairs
Time	15 minutes
Preparation	A gift catalogue
Activity	(Role play) End of the year (or mid-summer) gift time is approaching. A husband and wife discuss to whom they should send gifts and make a list of gifts for various people from the catalogue.
Socio-Cultural Notes	This activity provides an opportunity for students to explore the important part that social status and other factors play in interpersonal relationships in Japan. Students learn about お歳暮 and お中元 customs.
Application	More advanced students can discuss the reasons for feeling obliged or wishing to send the gifts. They can also extend the role play to include visits to different people to present the gifts, or writing letters of thanks for the gifts.

## 20. Survey of Gift Giving / 贈り物調査

Objectives Conducting a survey to find out what products are most often given/received on birthdays, according to age, gender, family, personal relationship, etc.

Levels Beginning / Intermediate

Language 誰の誕生日に何をあげますか。 / ...あげましたか。  
誰に何をあげるつもりですか。  
誰が誰に何をあげましたか。  
何をもらいたいですか。 / ...もらいましたか。  
誰が何をくれましたか。

family, friends, personal gift items

Group size 8 students as a team and later all students in class

Time 10 minutes

Preparation A tic-tac-toe grid (See the sample grid.)

Activity Teamed students interview one another regarding birthday gifts. They must find out who gives or receives the gifts, and what kinds of gifts items are most frequently exchanged. A team recorder records their findings. A reporter reports the results in the class. The teacher can tally the survey results on the blackboard.

Following the survey, each student fills out a tic-tac-toe grid with his/her own personal information. Then he/she asks other students, who were not on the team, and finds a student with the identical responses.

Have the person sign his/her name in the square. They continue the process until three contiguous squares are signed. When a tic-tac-toe is completed, he/she should announce it by saying 三目並べできました or 三つ並んだ! The activity ends when three students complete the tic-tac-toe.

- Notes      Choice of giving and receiving expressions depends on the *uchi /soto* うち/外 and superior /subordinate relationships 上下関係 among the givers, receivers, and describers of the event.
- Variations      1. Each team reviews and corrects the recorder's report. After the cooperative reviewing of the report, it can be submitted to the instructor for evaluation.
2. As homework each student surveys and writes what his/her family members said about their birthday gift giving.
- Application      1. The activity can be extended to survey Christmas gifts.
2. The activity and the tic-tac-toe grid will be used in the same manner when students conduct a survey of information such as who does things for whom, who receives such care or favor, and what sort of care or favor is done frequently. Fill out the grid with ...て あげる / ...て やる / ...て もらう / ...て くれる.



## Survey of Gift Giving / 贈り物調査

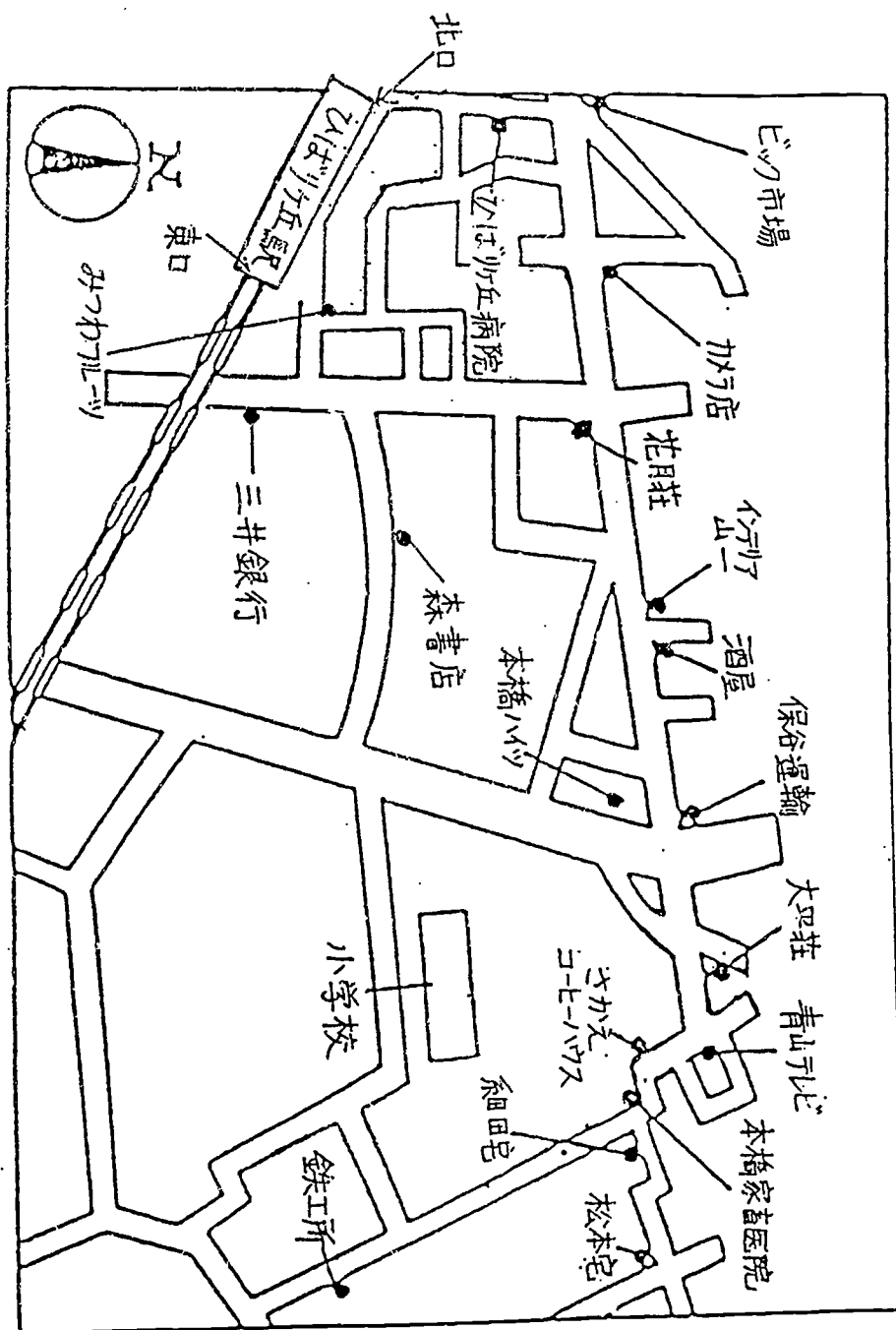
### Tic-tac-toe / 三目並べ

あげました	もらいたいです	さしあげます
やります	くれました	いただきました
もらったんです	あげたいです	くださいました

## 21. Could You Give Me Directions?

道を教えてください。

Objectives	Asking for and understanding directions to various places.
Level	Beginnning / Applicable for Intermediate
Language	--- てください。(右)に曲がる。(角)を/で曲がる。 (電車)で行く。(バス)に乗る。(電車)を降りる。 (乗れ)ば、(近)ければ、etc. まっすぐ、右、左、近く、一つ目、二つ目、etc. 手前、向い側、突き当たり、駅、果物屋、 本屋(書店)、etc.
Group size	Students in pairs
Time	10 minutes
Preparation	Two maps, one with locations marked for shops and residences, the other showing streets only.
Activity	(Role play) One student with a complete map plays the role of a police officer at a police box in front of a station ( 駅前の交番のお巡りさん). The other student wants to visit X family. He or she also wants to buy a gift, perhaps fruit or whiskey. He or she has to get some cash at X bank. (Devise an appropriate situation according to the map being used.) The policeman gives directions. The other student marks locations of the places on the blank map following the directions.
Cultural Notes	By using real maps, students learn that most small streets in Japan have no names, and that they are often very irregular. Policemen in policeboxes in front of stations help people find their way. When making formal visits in Japan, it is customary to take a gift such as fruit, boxed sweets, liquor, etc.



70

71

## 22. What Is Common? / 共通点は何ですか。

Objectives	Asking and making statements about the likes and dislikes of self and others. Exchanging detailed personal information such as name, age, address, family, and friends. Talking about regularly occurring activities
Levels	Beginning / Intermediate / Advanced
Language	いくつですか。／何歳ですか。 専攻は何ですか。 何年生ですか。 何に興味がありますか。／何に興味を持っていますか。／ 趣味は何ですか。／好きなことは？ 御家族は、何人ですか。 家はどこですか。／どこに住んでいますか。／お住まいはどちらでしょうか。 旅行が好きですか。／どこへ旅行したことがありますか。／ 日本へ行ったことがありますか。  Age, major, school standing, favorite subjects, hobbies, interests, family, residences, future plans, travel experiences, lifestyles
Group Size	4 students
Time	8 minutes
Preparation	None
Activity	Students gather personal information from one another in a team. They are to find three aspects common to all members in the team. Also each member in the team must find something unique to himself/herself, which no other members in the team have. Encourage teamed students to find common features uniquely different from the rest of the class. Avoid statements such as 皆目が二つあります, みんな学生です, etc.

When they finish the task, a spokesperson from each team reports their findings. The instructor does a comprehension check regarding what was reported.

Notes            The activity is effective as an ice breaker to get to know classmates.

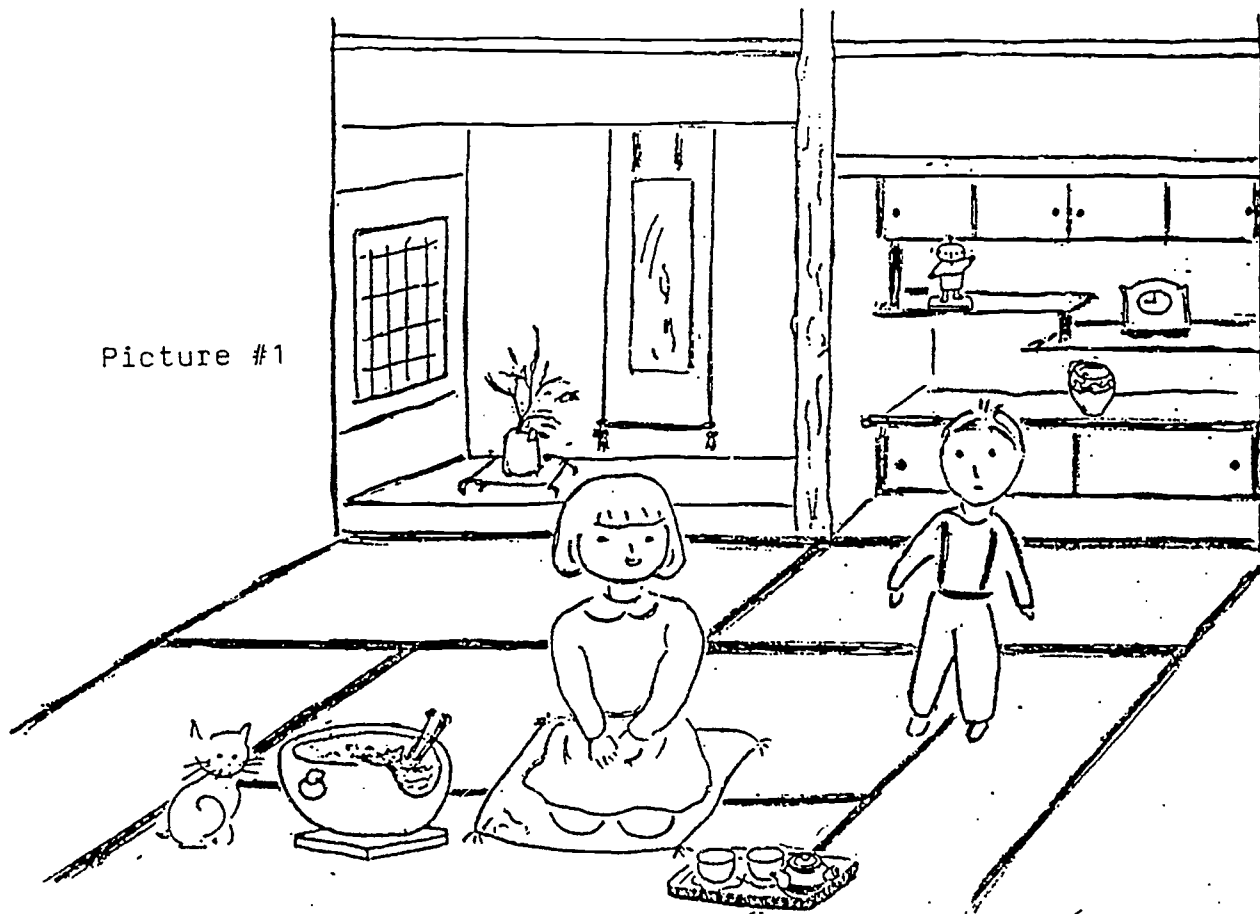
Variation        1. The topics can be extended to characteristics of nations, professions, schools, etc.

## 23. What Is the Difference? / どこが違いますか。

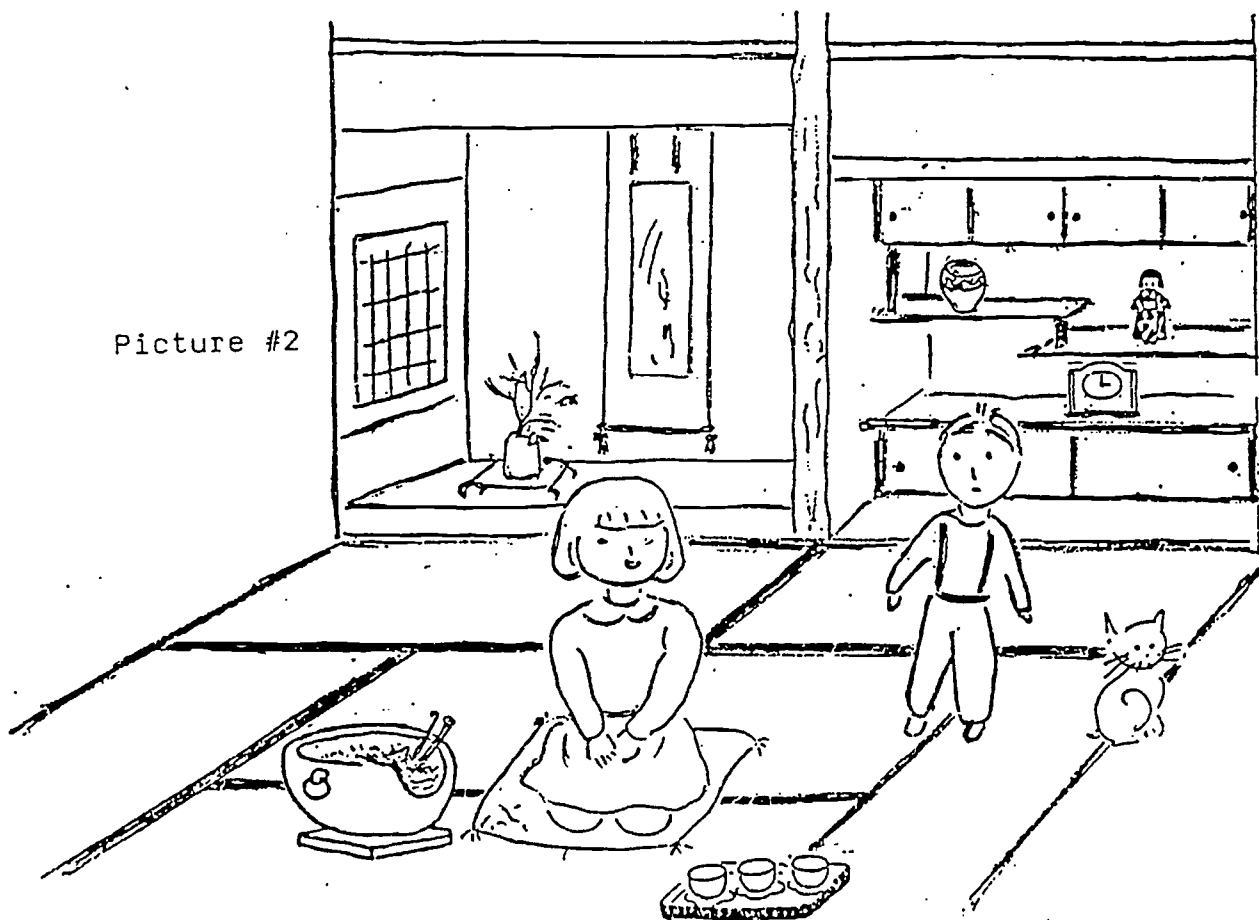
Objective	Describing location of objects / people, and what people are doing, how things/people look, etc. Comprehending such descriptions.
Level	Beginning /Applicable for Intermediate and Advanced
Language	--- に --- がある。 --- が --- で --- (を) --- ている。  Sample I 上、下、右、左側、前、後ろ、床の間、 ちがい棚、生け花、掛軸、人形、時計、九時、 三時、男の子、女の子、猫、座布団、盆、etc.  Sample II 自転車がありますか。机の上にりんご があります。どこに電話がありますか。 とてもきたない部屋です。男の人の部屋だと 思います。
Group size	Students in pairs
Time	10 minutes
Preparation	Prepare two similar pictures with a number of differences.
Activity	(Matching game) Have the students describe their own picture and ask questions about their partners' in order to discover what the differences are. The students do not show the pictures to each other. The pair which discovers the most differences wins.
Variation	Use one simple picture and have one student describe it while the other draws the picture without looking at it.

Cultural Notes	Use pictures with cultural significance, whenever possible.
Application	This activity can easily be used for any level by varying the content of the pictures.

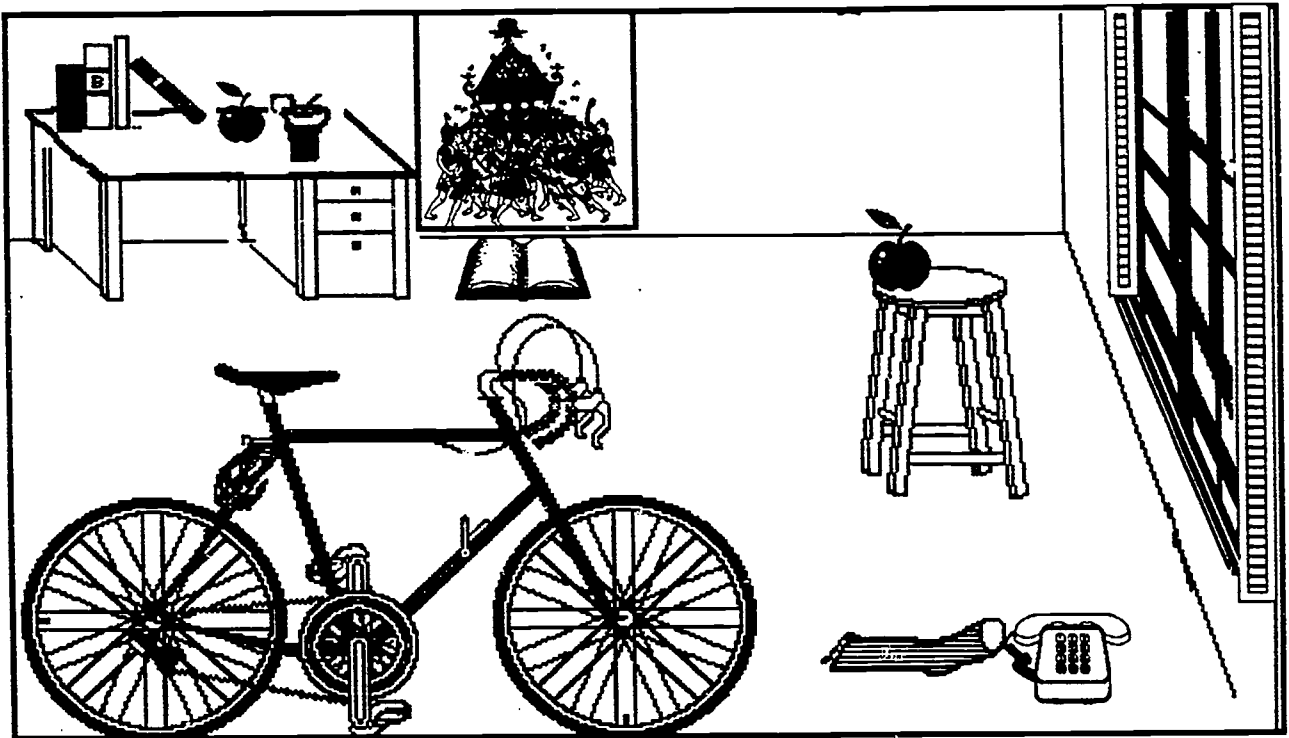
Picture #1



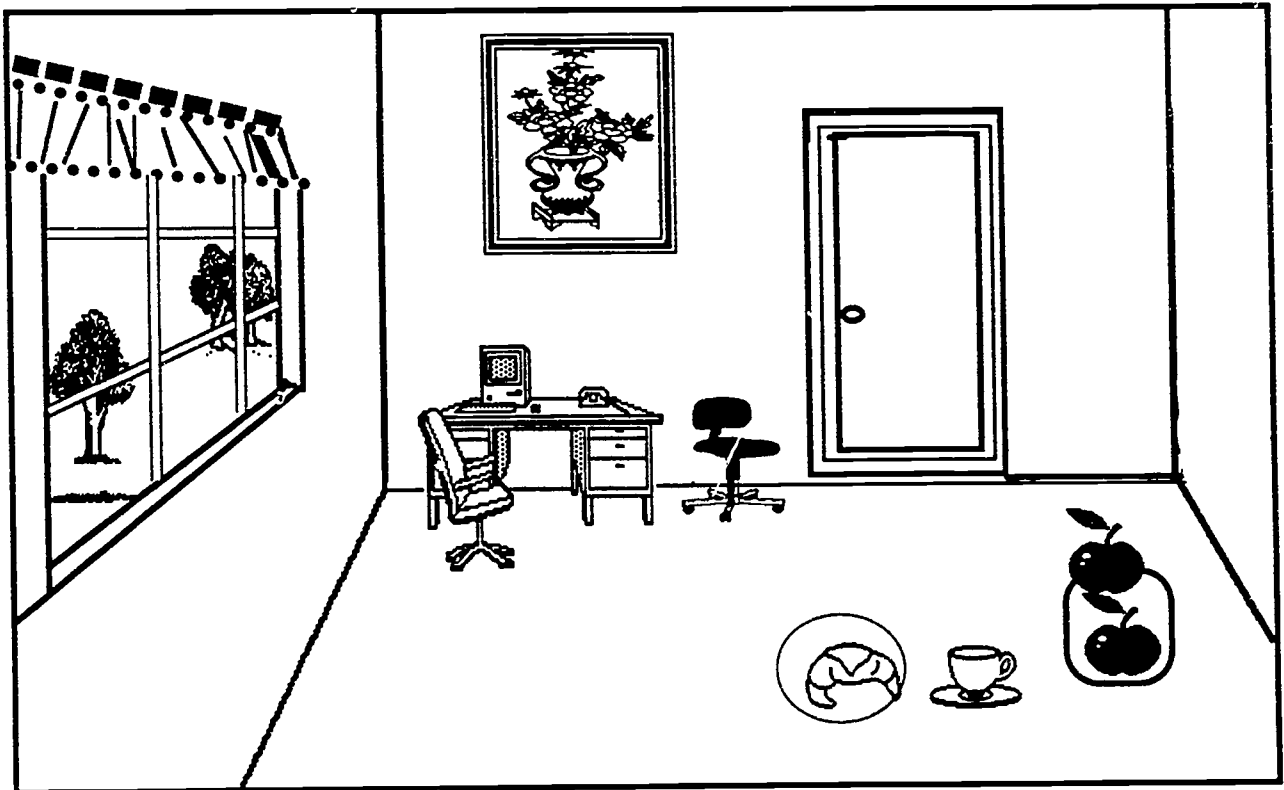
Picture #2







Picture #1



Picture #2

## 24. Scramble / パッチワーク

Objectives	Reading words and sentences to create a coherent and cohesive passage.
Levels	Beginning/Intermediate / Advanced
Language	どれがはじめですか。 どれがおわりですか。 つぎはどれですか。 それをとってください。 ここにいれましょうか。
Group Size	4 students
Time	8 minutes
Preparation	Prepare a short passage and cut it apart into strips of sentences. Place the pieces into an envelope. The number of envelopes should match the number of teams.
Activity	<p>Each team receives one envelope containing the cut up sentences of a passage. After reading each piece, students unscramble them and place in meaningful order.</p> <p>When they finish the task, they should raise their hands. The instructor will check the task by asking the students to read the passage. Or he/she can debrief the entire class, asking them to share their passages.</p>
Notes	This activity requires receptive and productive skills, listening, reading, and speaking. Students have to create a cohesive and meaningful passage. Cooperative work makes the task fun.
Variations	1. For beginners, use Hiragana and/or Katakana symbols to make words.

2. For beginning and intermediate students, use cut up words to create sentences.
3. For advanced students, use cut up paragraphs to create a longer passage.

73

73

## Scramble - Samples / パッチワーク - 例

Photocopy the following, cut them into pieces, and place them in an envelope.  
Make one envelope for each team.

### 1. Word Scramble (9 pieces)

来年                      日本へ                      行きたいです。

だから                      学校で                      日本語を

勉強しています。                      とても                      おもしろいです。

### 2. Sentence Scramble (6 pieces)

アメリカには大きい州がたくさんあります。

テキサスやアラスカは、とくに広いです。

でも小さい州もあります。

ロードアイランドという州は、一番小さいです。

人口は、ずいぶんちがいますが、

日本とカリフォルニアは、形も大きさもよく似ています。

## 25. Secrets / 内緒話し

**Objectives** Understanding the gist and cohesive features of a passage and telling it without changing the content.

**Levels** Beginning / Intermediate

**Language** 内緒話しをしよう

Vocabulary varies depending on selected passage.

**Group size** 5 students

**Time** 15 minutes

**Preparation** Prepare a short passage describing a situation, which can be told in a few minutes. The passage should be cohesive and meaningful in content. Instruct the five students in each team to sit in a row.

**Activity** (Game)  
Teamed students compete to pass on the gist of a passage to their teammates accurately and speedily.

A student from each team gathers around the teacher, who tells a prepared short passage without letting the rest of the class hear. Students cannot take notes but they can ask questions to clarify and to confirm the passage. They go back to their own team and whisper to one of the teammates what they heard without letting the rest of the team hear. They continue the procedure until the passage is passed on to the last person in the team, who records a summary of what he/she heard.

The instructor debriefs the class by having the last person in each team read their passage. And the teacher tells the class the passage. The class compares each team's passage with the teacher's. If they are different, trace back how and when the passage was passed on differently.

- Notes      The activity requires the ability to grasp the gist of a passage and rephrase it, focusing on key words and key messages. A visual of some type can be shown to students in advance to assist their understanding of the passage.
- Variation      1. Each team reviews and corrects the report written by the last person in the row. The report can be submitted to the instructor for evaluation.

## 26. Confirming Messages / 伝言の確認

- Objectives** Reading short (three to five sentences) messages on familiar topics. Making a telephone call. Confirming messages. Making requests and offers. Talking about future events.
- Levels** Beginning / Intermediate / Advanced
- Language** 平成元年 ... 月 ... 日      午前（午後）... 時 ... 分  
月曜日、火曜日、水曜日、木曜日、金曜日、土曜日、日曜日  
... と 言っていました。／ 書いてあります。／ ...そうです。  
お返事下さい。／電話してください。／ 伝言お願いします。
- Time, day, date, month, expressions of hearsay.
- Group Size** 2 students
- Time** 10 minutes
- Preparation** Prepare written messages and two toy telephones, if possible.  
Prepare role playing cards. See the card samples.
- Activity** After reading a message, paired students act out by role playing.  
They use role playing cards and talk to each other on the telephone, confirming the message, making requests, offering suggestions for future events.
- Notes** The activity requires the receptive and productive skills, listening, reading, and speaking. Since it requires three skills, it is more challenging for communication. The role playing cards can provide specific information for beginning level and more situational and sociocultural context for intermediate and advanced levels.
- Variation** 1. Prepare written messages and role playing cards with the appropriate register (待遇表現) for advanced students. For instance, a junior member of a Japanese company has taken telephone messages from clients for his manager. In turn, the manager will call back the clients to confirm the messages, make requests and offers on business deals.

Messages - Samples of a memorandum and role playing cards /  
伝言確認 - メモとロールプレイカード

メモ

よし子ちゃん  
けさあきらくんから電話がありましたよ。  
金曜日の七時半ごろむかえに来るそうです。  
金曜日までにもう一度話したいから、  
電話してと言っていました。

母より

Role Playing Cards

**Student A - Yoshiko**

Call Akira to confirm the time and day to go to a concert. Give him the directions to your house. You want to have a light dinner before the concert. Suggest the idea. If he agrees with you, then ask him to come earlier so that you have enough time to have the dinner. Discuss the appropriate time for him to come to the house.

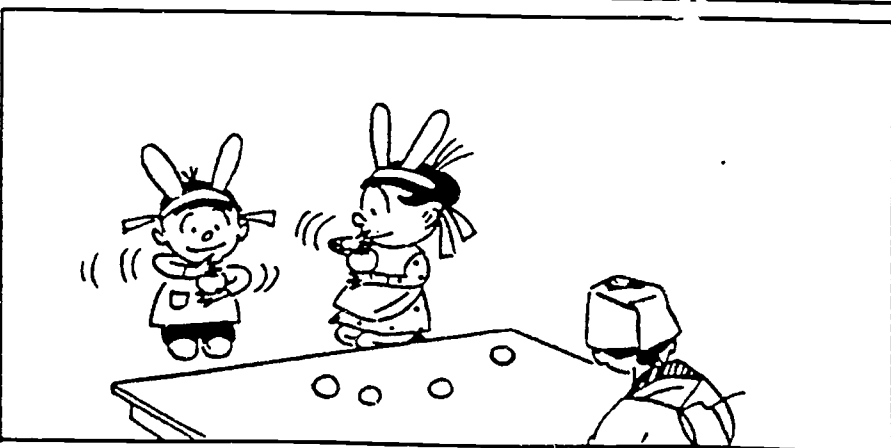
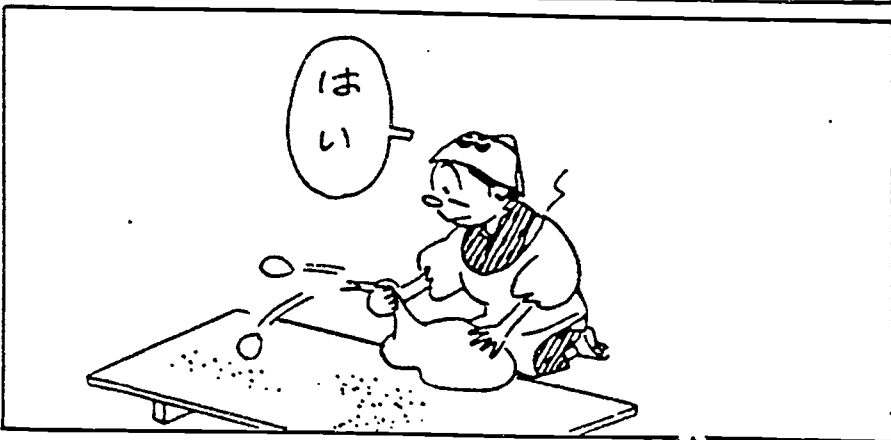
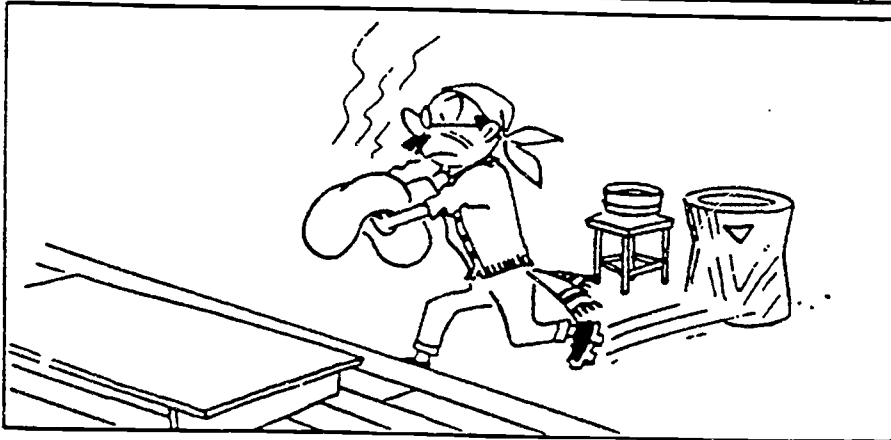
**Student B - Akira**

Tell Yoshiko the time and day of getting together for the concert. Since you have not been to her house before, ask her the directions. Accept her suggestion about the dinner and suggest stopping at a restaurant before the concert. Discuss the appropriate time to pick her up.



## 27. Let's Put Them In Order / 順番はどう？

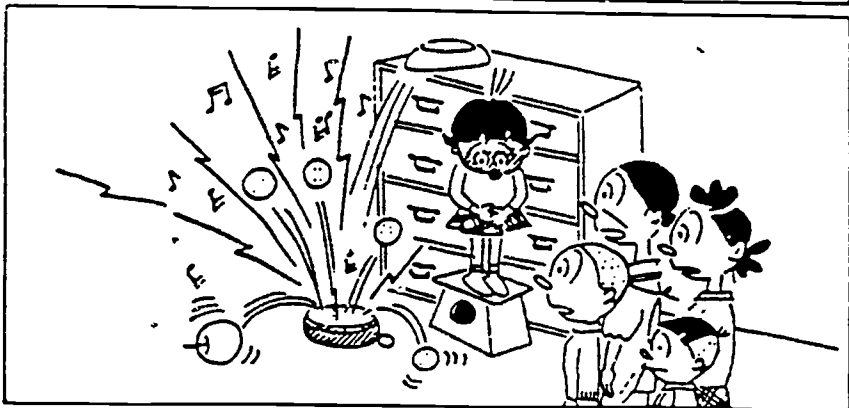
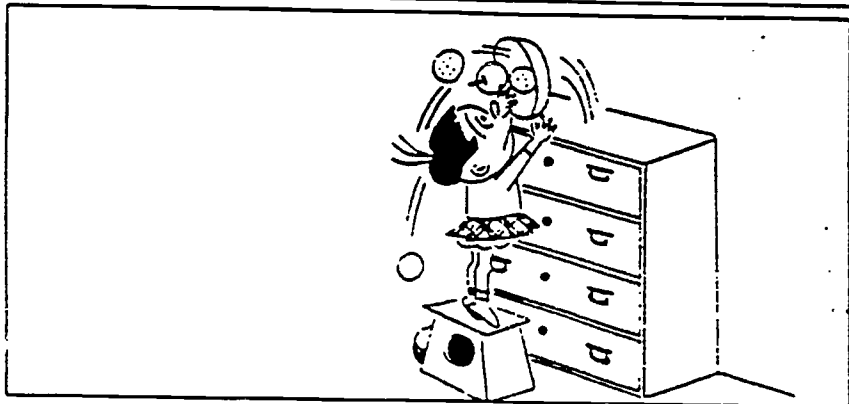
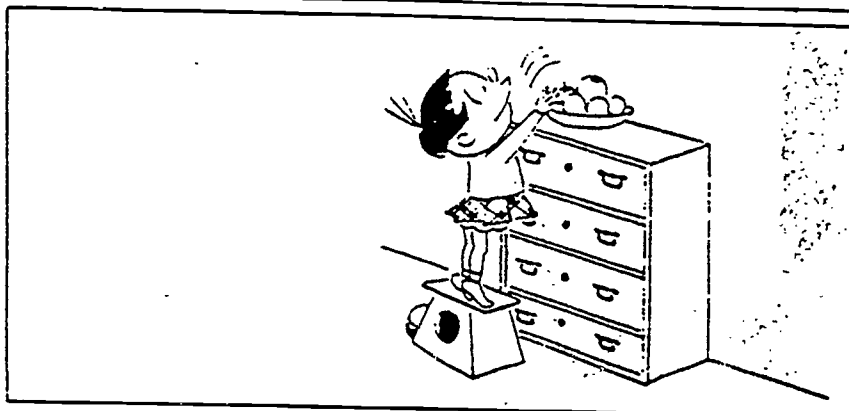
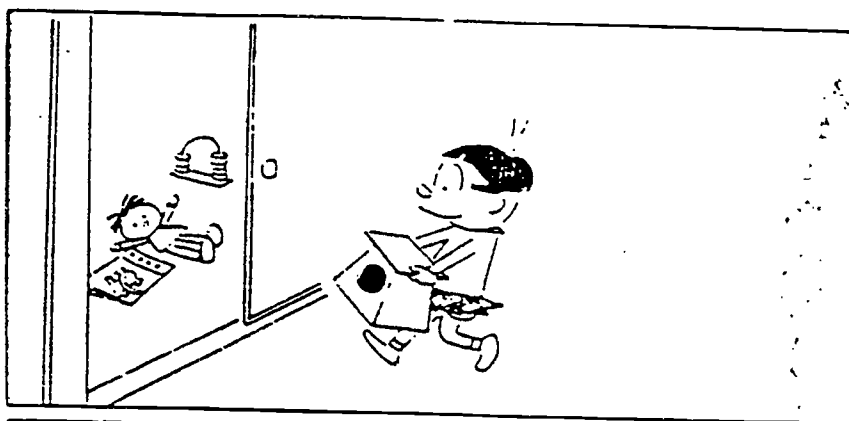
Objectives	Describing actions and events that are presently taking place, or have already happened.
Level	Beginning, Intermediate and Advanced
Language	---ている、---てしまう、---ようとする、---つもり ---らしい、etc.  Any expressions that describe the scenes
Group size	4 -5 students in each group
Time	10 minutes
Preparation	Any serial pictures such as cartoons, scene sequencing cards for children, etc.
Activity	(Sequencing game) Each student receives one scene of the series. Through each member's description of his or her scene, the group tries to figure out the correct sequence.
Variation	Keep some portions of the series or dialogues left out for students to create their own.
Socio-Cultural Notes	Cartoons are rich sources for exposing students to the customs, lifestyles and humor of the people. "さざえさん", for example, offers a wealth of material depicting Japanese people's lifestyles, perceptions of nature, subtle humor, annual events and customs. For example, in one cartoon every member of the family participates in 餅 (rice cake) making in preparation for the New Year, and in another, 蜜柑 (mandarin oranges) hint at the winter season. The children in the first cartoon are wearing rabbit-ear costumes and pretending to be rabbits making rice cakes, after an old folk belief.



「サザエさん」第三十四巻、長谷川町子

姉妹社

For illustration purpose only.  
Please do not copy.



「サザエさん」第三十四巻、長谷川町子

姉妹社

For illustration purpose only.  
Please do not copy.

Application

Afterwards, have students describe the whole cartoon orally or in writing. This is good practice in the use of connectives.

For advanced students, use materials that would give them good discussion topics.

## 28. Tell Me the Story You Read / 何を読みましたか。

**Objectives** Reading texts and describing/narrating a linked sequence of events read in the texts. Exchanging detailed information, and clarifying information, gathering missing information. Writing a short summary of the information.

**Levels** Beginning / Intermediate / Advanced

**Language** この言葉を忘れました。  
教えてください。  
説明してくれませんか。  
どんな意味ですか。

See sample readers.

**Group Size** 4 students

**Time** 15 minutes

**Preparation** Prepare one set of two related reading materials: Reader #1 and Reader #2. Before distributing them to students, prepare materials such as pictures relevant to the content and a vocabulary list. The advanced organizing materials will help students comprehend the reading materials.

**Activity** Introduce the 'advanced organizer.' Encourage students to guess and anticipate the content of the readers.

Divide the class in half. Distribute Reader #1 to one half of the class and Reader #2 to the other. Pair up students within the divided half and instruct them to read the given materials cooperatively with their partners. They may take notes. After three minutes, the instructor collects the reading materials. Paired students discuss and review what they read.

Form a four person team with one pair of students from each divided half. Each student is assigned a role as spokesperson, recorder, timer, or moderator. They exchange as much information

and descriptions as possible about the materials they read.

The spokesperson from each team reports their statements in class. The instructor debriefs the entire class by asking True or False questions regarding the contents of the readers.

Notes

This activity is different from a traditional reading exercise, because students are reading the readers cooperatively. Not only do they comprehend the materials but they also assist one another through cooperative work.

Variations

1. As homework, each student writes a summary of what his/her team talked about during the activity in class.
2. Following the above activity, each team can create and develop a story based on the passage.

Tell Me the Story You Read - Sample Reader #1 /  
何を読みましたかー練習文 #1

国はさっぽろですが、井上さんは、京都大学へ行きました。学校を出てからも、京都にすんでいます。今大阪にあるかいしゃにつとめています。まいしゅう月曜日から金曜日まで、大阪へしごとに出かけます。京都から大阪まで三十マイルぐらいありますから、車で五十分かかります。でんしゃでは、一時間ぐらいです。井上さんは、でんしゃで行くことができるけど、車にのるのが好きですから、いつも車で行きます。

きょ年京都の人とけっこんしました。おくさんは、今はたらいていません。だからときどきいっしょに大阪へ行きます。京都にも大阪にもゆうめいなデパートや店があるけど、おくさんは大阪でかいものをするのが好きなんです。大阪には、やすい店がおおいです。

おくさんが大阪へ行った日には、六時半ごろレストランでごしゅじんにあいます。よく行くレストランには、きれいな花やおんがくがいつもあります。そこでおいしいりょうりをたべることができます。きれいなおんがくを聞くこともできます。ゆっくりたべてから、うちへかえます。九時半ごろうちにつきます。

Tell Me the Story You Read - Sample Reader #2 /  
何を読みましたかー 練習文 #2

井上けい子さんは今東京の大学の三年生です。まいしゅう月曜日から金曜日まで、クラスをとっています。べんきょうするのが大好きですから、学校をぜんぜん休みません。

今年の四月からともだちといっしょに小さいアパートにすんでいます。学校からちょっととおいですから、バスでかよっています。車がほしいんですが、いい車をかうお金はありません。

けい子さんはおにいさんが一人だけ京都にいます。ときどきおにいさんや国のかぞくにでんわをかけます。いつも十分ずつぐらいはなします。でんわではなすのが好きですけど、ちょっとたかいです。おかあさんたちはよくてがみをくれますが、けい子さんはあまりてがみをかくのは好きじゃありません。

来月の休みには、しんかんせんでおにいさんにあいに出かけます。京都はすばらしいですから、けんぶつするつもりです。おにいさんのおくさんはとてもきれいな人です。おねえさんはりょうりがじょうずですから、おにいさんのうちでおいしいりょうりをたべることができます。おねえさんは、いいみせをたくさん知っています。だから、いっしょにかいものにも行くつもりです。とてもたのしみにしています。



**Tell Me the Story You Read - Comprehension Check Sample Questions**  
for Readers #1 and #2

**何を読みましたか - 読解力確認のための質問例**

Listen to the following instructor's statements regarding the reading materials.  
If they are true, write down the numbers. If they are false, explain why.

1. 井上さんのお父さんやお母さんは、札幌にいます。
2. 井上さんのきょうだいは、皆結婚しています。
3. お兄さんは、京都ですが、妹さんは、東京です。
4. 圭子さんはお兄さんがいますが、弟はいません。
5. 圭子さんもお兄さんも、今大学生です。
6. 圭子さんはお兄さんに時々会います。
7. お兄さんの奥さんの国は、京都です。
8. お兄さんは会社へ電車で行きません。
9. お兄さんの奥さんは、料理が上手な人です。
10. 井上さんの奥さんは、買い物をするのが、好きです。
11. 圭子さんは、お母さんからよく手紙をもらいます。
12. 手紙をあまり書かない人は、圭子さんです。
13. 井上さんと奥さんは、小さいけどおいしい店で時々食事をします。
14. 京都から大阪まで三十マイルぐらいあります。
15. 井上さんも圭子さんも車を持っていません。
16. 圭子さんは、北海道に今いないけど、家があります。
17. 圭子さんは、大学を休むのが、嫌いです。
18. 圭子さんは、四月からお兄さんとアパートに住んでいます。
19. 圭子さんは、来月京都へ飛行機で行くつもりです。
20. 井上さんは、きれいな人と結婚しています。

True statements: 1, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 20

## 29. Planning a Dinner Party / 謝恩会の計画

Objectives	Being able to read menus, ask and answer questions about the ingredients and preparation of various dishes. Discussing preferences and choices.
Levels	Intermediate / Applicable for Beginning and Advanced
Language	---と思う。(行った) 事がある。 ---方が良い。 ---かもしれない。 ---か知っている? ---で出来ている。(寿司) にする。 etc.  作る、料理する、煮る、焼く、蒸す、揚げる、etc. 中国料理、日本料理、和食、洋食、 and items on the menus.
Group Size	5 - 6 students in each group
Time	20 minutes
Preparation	Several menus, preferably authentic ones
Activity	(Role Play) Each group receives several menus. The group plans a dinner party for their teachers before graduation, or for any other special occasion. The students study the menus and discuss which restaurant to go to, and what dishes to order for their party.
Variation	Supplement the activity with telephone calls to the restaurants, writing invitation letters to their classmates, etc. In the suggested activity, students read several menus. It is also possible to use only one menu and have the students play the roles of a waiter or waitress and customers.
Socio-Cultural Notes	University students in Japan often hold an elaborate dinner party on the occasion of their graduation. They attend such celebration parties (祝賀会) as a group, not as couples. In

addition, they often hold a dinner party (謝恩会) for their teachers.

#### Application

This activity can be used for beginning level students using simpler vocabulary and sentences (e.g. 好き、嫌い、欲しい、高い、安い、近い、遠い、きれい、食べましょう、行きましょう、etc.), and using menus mostly written in Hiragana and Katakana. For more advanced students, include other factors such as locations of restaurants (give students a map of the area, e.g. a map of Tokyo), or incorporate some unexpected circumstances, e.g. the restaurant is not open on the day when they want to have the party, and students have to negotiate for some special arrangements, etc.

54

55

# 謝恩会

# 歓送迎会

# 鮎忠

株式会社鮎忠営業本部  
東京都台東区浅草5-10-6

03-872-6156代

ディ料理

※パーティ料理は、20名様目安になっております。



◀81850

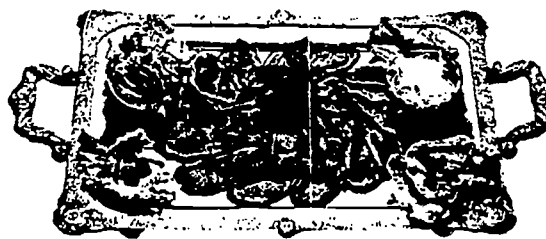
パーティセット料理  
30,000円

おでん鍋  
串焼盛り合せ  
コールドビーフ&オードブル  
和食オードブル  
手巻ずし盛り合せ  
野菜サラダ・シューマイ盛り合せ  
煮物盛り合せ  
フルーツ盛り合せ



▲81835

海老チリソース 6,000円

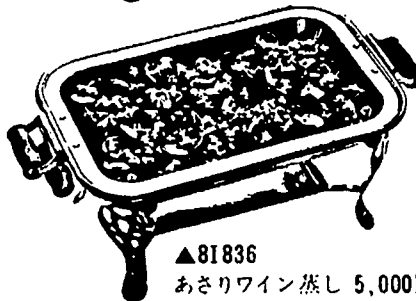


▲81831 牛肉刺身 7,000円



▲81834

スモークサーモン 7,000円



▲81836

あさりワイン蒸し 5,000円



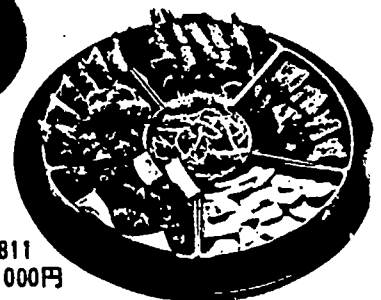
▲81812

八宝菜 5,000円



▲81813

肉ダング酢豚風  
3,500円



▶81811

中華オードブル 8,000円

お問合せ・お申込み

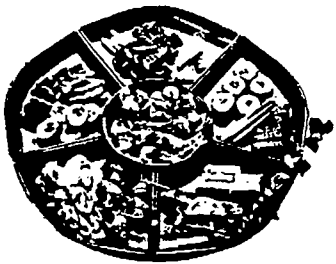
**TEL. 432-1731**

ふじな 外商課

〒105 東京都港区芝公園3-5-8 機械振興会館内

# 和食 Japanese-style foods

**23** 前菜盛合せ



10,000円

**24** 前菜盛合せ



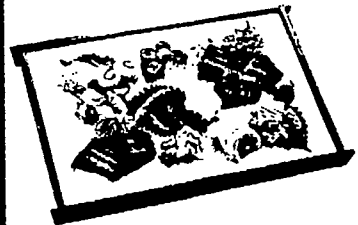
6,000円

**25** 蒸しあわび



10,000円

**26** お造り盛合せ



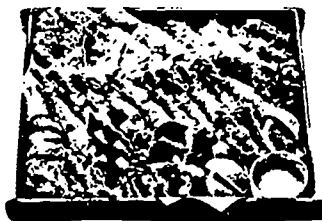
10,000円

**27** 精選揚



5,000円

**28** 天ぷら



7,000円

**29** 鳥磯辺揚



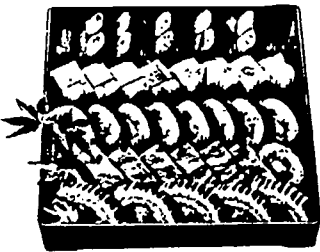
5,000円

**30** 焼物盛合せ



8,000円

**31** 大阪すし



4,000円

**32** 煮物



5,000円

**33** おでん



5,000円

**34** 干物盛合せ



3,000円より

# お<sup>たのし</sup>楽<sup>み</sup>味表 (夏期号)

## 《江戸前にぎり》

にぎり	梅	800円
にぎり	竹	1,100円
にぎり	松	1,600円
レディース		1,000円 (イカ・玉子・エビ・タコ)

## 《ちらし》

ちらしずし	700円
〃 (上)	900円
うなぎちらし	1,000円
いなりずし (6ヶ入り)	500円
助六 (のり巻 4ヶ いなり 3ヶ)	420円
バッテラ (8ヶ入り)	500円
盛合せ	650円
〃 (上)	900円
パーティー用寿司 (5人前)	3,000円より

## 《巻物》

のり巻	1本	400円
しんこ巻		450円
きゅうり巻		450円
しそ巻		450円
鉄火巻		900円
うなぎゅうまき		1,000円 (うなぎ・きゅうり)
穴きゅうまき		1,000円 (穴子・きゅうり)

## 《手巻寿司》

1本	150円	(なっとう巻・しんこ巻 きゅうり巻・レタス巻 かんぴょう巻)
1本	200円	(シーチキン巻)
1本	250円	(鉄火巻・えび巻 穴子巻・うなぎ巻)

お子様寿し ..... 600円

すし定食 (すし・造り・天ぷら  
酢の物・赤だし) 2,000円

## 新発売

### さざえごはん

さざえをたっぷり入れました

1人前 1,000円

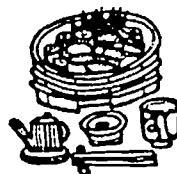
7月～10月末まで

## すし勝

☎(27)2156

(松江市一の谷町 八重垣線  
南校通り)

営業時間 午前9時～午後10時  
定休日 毎週水曜日



# 東江楼

●営業時間Am11.00～Pm22.00  
立教大学通り・白雲閣前 小径  
TEL.03-983-0018

## 東江楼 特製点心類



肉粽子 (チマキ)



水餃子 (水ぎょうざ)



焼売 (しうまい)

## 東江楼客家特製メニュー

	小	中
①正宗塩焗鶏 客家(ハッカ)風蒸し鶏	¥1,200	1,800
②梅菜扣肉 客家(ハッカ)風豚肉の煮込み	¥1,800	2,400
③沙茶炒牛肉 客家(ハッカ)風牛肉炒め	¥2,000	3,000
④芹菜牛栢葉 セロリ牛もつ客家(ハッカ)風炒め	¥1,600	2,400



小籠湯包(スープ入り包子)



炸春捲(はるまき)



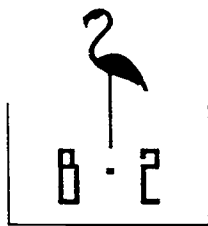
魯肉包・豆沙包(肉・餡まんじゅう)

### ※酸辣湯 (スープ)

上記の品をお召し上りの際ご利用下さい  
オツな味が楽しめます。

- ⑤豉汁炆魚 客家(ハッカ)風味噌味付け魚.....時価
- ⑥覆菜鴨湯 客家(ハッカ)風あひるスープ.....¥ 2,400
- ⑦八宝珍飯 客家(ハッカ)風赤飯.....(一人前) ¥ 500
- ⑧四喜湯丸 団子入りデザート.....要予約





# STUDIO・B2

☎ 21-1099

## ピザのテイクアウト・宅配賜ります。

〈営業時間 午前11時～深夜12時〉

### PIZZA

手練りによる自家製生地にモツァレラチーズをのせて、  
焼きあげた自慢のピザです。

	M	L		M	L
パーティーピザ(ドウの大きさ40センチ。4～5人でどうぞ) 2,000円			梅としそのピザ	700	900
フルーツのピザ	800円	1000	なすびのピザ	700	900
きのこのピザ	700円	900	挽肉ビーフのピザ	800	1000
ポテトとベーコンのピザ(ピザ屋、ベーコン・ポテト) 700円	900		くるみのピザ	750	950
かぼちゃとベーコンのピザ 700円	900		アーモンドのピザ	750	950
あおじそと海苔のピザ 700円	900		ほうれん草と ベーコンのピザ	750	950
明太子のピザ 700円	900		和風ミックスピザ	850	1050
おもちのピザ(チーズにおもち、でもこれがよくあうんです) 700円	900		洋風ミックスピザ	850	1050
エビとマッシュルームのピザ 850円	1050		ベーコンと マッシュルームのピザ	700	900
オイルサーティンのピザ 800円	1000				
ツナのピザ 700円	900				
海苔のピザ 650円	850				
サラミソーセージのピザ 700円	900				
カニのピザ 800円	1000				
プレーンピザ(生地とチーズの味をお楽しみ下さい) 600円	800				

### パイのような お菓子風 かわりピザ

フルーツのパイピザ	700
のりとしそのパイピザ	650
クルミのパイピザ	700



### 30. Cultural Bingo / 教養ビンゴ

Objectives	Acquiring information on the culture and society of Japan and answering questions	
Levels	Intermediate/Advanced	
Language	Current issues in the society, business, geography, culture, and currency, and metric measurements.	
	1 mile = 1.6 kilometers	10 miles = 16 km
	1 pound = 453.59 grams	4 pound = 113.4 g
	1 foot = 30.48 centimeters	
	1 inch = 2.54 centimeters	5 feet 3 inches = 160.0 cm
Group Size	All	
Time	10 minutes	
Preparation	Make a grid and fill each box with cultural questions.	
Activity	All students receive one cultural bingo sheet filled with questions. Students circulate and ask questions in Japanese to find a person who can answer each question. The person has to sign his/her name in the box after answering the question. Each student can sign only once on each sheet. The first person to complete a horizontal, vertical, or diagonal column wins Bingo.	
Notes	This activity is good for assessing students' knowledge of Japan at the beginning of the semester. It serves as an ice breaker for a new class, since students have to interact with one another. It is also effective to review a variety of cultural materials discussed in class.	
Variations	1. Students act out different roles by asking the bingo questions using polite or casual style, depending on the role relationship.  The class is divided into one half to conduct the survey and assess knowledge of Japan. One group is instructed to ask questions as politely as possible, because interviewees hold high status in the	

society and are much older than interviewers. The other group is to ask the questions as if they are close friends, peers, or family members. They can speak to one another very casually and informally.

e.g. Do you know the capital of Japan?

Group 1: 日本の首都をご存じですか。

Group 2: 日本の首都 知ってる？  
日本の首都は、どこ？

2. Each grid can be filled with kana, kanji, pictures, dates of month. Depending on the bingo materials, it is suitable for beginners.

## Cultural Bingo

Write your name in the center space. Then ask other people to sign their names after answering any question. Each person can sign your card only once. The first person to complete a horizontal, vertical, or diagonal column wins Bingo-日本.

Who knows an American who traveled by <i>shin'kan'sen</i> ?	Who can name the prime minister of Japan?	Whose house is within 16 kilometers from the school?	Who practices karate or aikido?	Who can name 2 Japanese banks?
Who knows the name of the current Japanese Era?	Who can name a Japanese in history?	Who knows the capital of Japan?	Who knows a Japanese writer?	Who can eat 113 grams of Hamburger?
Who can name a Japanese watch maker?	Who knows how many yen is equal to 1 dollar?	ここに あなたの 名前を かきなさい	Who knows 4 islands of Japan?	Who is taller than 160cm?
Who can say "Happy Birthday" in Japanese?	Who has a Japanese car made in the U. S.?	Who can name two Japanese companies?	Who knows the population of Japan?	Who knows what "senpai" means?
Who has a Japanese-made TV set?	Who knows a Japanese film director?	Who knows what soy sauce is made of?	Who knows 2 religions of Japan?	Who has not eaten sushi?

## References / 参考文献

- 岡崎志津子他 日本語教授法研究会編 1987 「ロールプレイで学ぶ会話(1) こんなとき何と言いますか」 凡人社
- 岡崎志津子他 日本語教授法研究会編 1987 「ロールプレイで学ぶ会話(2) こんなとき何と言いますか」 凡人社
- 田中望 1988 「日本語教育の方法—コースデザインの実例」 大修館書店
- バルダン田中幸子他 日本語教育研究会資料シリーズ編集委員会編 1988 「コミュニケーション重視の学習活動1 プロジェクトワーク」 凡人社
- バルダン田中幸子他 日本語教育研究会資料シリーズ編集委員会編 1988 「コミュニケーション重視の学習活動2 ロールプレイとシミュレーション」 凡人社
- 宮地裕 田中望 1988 「日本語教授法」 放送大学教育振興会
- 村野良子 谷道まや 1988 「絵とタスクで学ぶにほんご」 凡人社
- Brumfit, C., and K. Johnson. eds. 1979. *The Communicative Approach and Language Teaching*. Oxford: Oxford University Press.
- Carroll, B. 1980. *Testing Communicative Performance*. Oxford: Oxford University Press.
- Foreign Language Framework*. 1989. California State Dept. of Education. (Write to: Publications Sales, California State Dept. of Education, P. O. Box 271, Sacramento, CA 95802)
- Handbook for Planning an Effective Foreign Language Program*. 1985. California State Dept. of Education.
- Krashen, Stephen M. & Terrell, Tracy. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Hayward, California: Alemany Press.
- Littlewood, W. 1981. *Communicative Language Teaching - An Introduction*. Cambridge: Cambridge University Press.
- Madsen, Harold S. 1983. *Techniques in Testing*. Oxford: Oxford University Press.
- Modern Curriculum Standards: Grades Nine Through Twelve*. 2nd edition. California State Dept. of Education.
- Mohan, Bernard A. 1986. *Language and Content*. Reading, Massachusetts: Addison-Wesley Publishing Company.
- Munby, J. 1978. *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Ornaggio, Alice C. 1986. *Teaching Language in Context: Proficiency-Oriented Instruction*. Boston, MA: Heinle & Heinle Publishers, Inc.

Savignon, Sandra J. 1983. *Communicative Competence: Theory and Classroom Practice*. Reading, Massachusetts: Addison-Wesley Publishing Company.

Savignon, Sandra J., & Berns, Margie S. 1987. *Initiatives in Communicative Language Teaching, Vol 1: A Book of Readings*. Reading, MA: Addison Wesley.

Widdowson, H. 1983. *Teaching Language as Communication*. Oxford: Oxford University Press.

104

105

**CSU**

105

106